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THE UNIVERSITY OF ALBERTA
HIGH SCHOOL TEACHERS' ATTITUDES TOWARDS
THE SCHOOL LIBRARY

by



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A THESIS
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "High School Teachers' Attitudes Towards the School Library" submitted by Adelaide Louise Nordin in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

Measures to move the school library from the periphery to the heart of education in Alberta need as a basis a substantial body of empirical evidence. The main purpose of this study was to determine the attitudes which Alberta senior high school teachers hold towards the role and function of the school library in the total school program. A secondary purpose was to discover whether those attitudes are influenced or explained by the age, sex, length of teaching experience, subject field, or professional preparation of the teacher. The basic assumption for the study was that the measure of the school library's contribution to the school's total educational program is determined in large part by the teachers' estimates of the library's importance in their teaching, their use of its resources, their knowledge of library fundamentals, and by their motivation of students to use the library and to develop competence in such usage.

Questionnaires completed by 154 teachers and by the eight librarians in eight senior high schools in central Alberta, the investigator's interviews with librarians and principals, and her personal examination of the eight libraries supplied the data for the study.

It was found that more than half of the responding teachers estimated the library to be of little or no importance. Only a small percentage of them had received pre-service instruction in the role and function of the school library; misunderstanding of that role and function was common. There were inconsistencies between teachers'

statements of their attitudes and their performance. In general, respondents made only limited use of the library in their instructional practices. Although a large majority of teachers believed that every student should learn to use library tools and resources, and accepted responsibility for providing that education, their efforts to discharge that responsibility were limited. Neither were they prepared to carry out their accepted commission: more than half the respondents revealed a serious lack of knowledge of library fundamentals.

A close correlation was found to exist between a teacher's attitudes and the extent of his pre-service instruction in the role and function of the school library. Data did not support any expectation that courses in library science and audiovisual instruction as part of professional preparation influenced a teacher's attitudes towards the library. However, his subject field was a determinant of those attitudes. Teachers of English and of social studies ranked highest in percentage of positive attitudes.

Inadequacy of library facilities, resources, and services were factors restricting both teacher and student use of the library. However, many teachers were apathetic in participating in the acquisition of library materials. Use of the library for extraneous purposes also affected both teacher and student usage of its resources and facilities.

The findings of the study provide little evidence that the library in each of the schools surveyed was an effective, vital force in the total educational program.

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Space and a pledge of anonymity precludes naming the principals, librarians, and teachers whose cooperation made the study possible.

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CHAPTER I

THE PROBLEM

I. PURPOSE OF THE STUDY

The purpose of this study was to determine what attitudes senior high school teachers in Alberta hold towards the place of the school library in the total school program. A basic assumption was that the contribution of the school library to the attainment of the school's purposes is to a high degree contingent upon the importance which teachers assign to library resources and services in achieving their instructional objectives, and upon the extent to which they know, use, and stimulate students to use, such resources and services.

A sub-purpose of this study was to isolate factors affecting or explaining teacher attitudes towards the library's role.

II. BACKGROUND AND IMPORTANCE OF THE STUDY

For more than sixty years, leading educators in North America have recognized the importance of library services in the total instructional program of the school. However, the school library's growth has varied from a slow uphill struggle to dynamic development. In schools such as the Roosevelt High School in Portland, Oregon, the library services are an integral part of the total educational program; the goal is to make the learning processes both open-ended and

challenging.¹ Yet there are still many geographic areas where library service is unknown, while in over-crowded schools in large cities and in new schools in fast-expanding suburbs numerous problems have interfered with development of a full program of library services.²

The school library has come a long way in this century, but as an intellectual force it remains on the fringes of education. That assessment is made by many leading educators on the continent, among them Mary Virginia Gaver³ and J. Lloyd Trump.⁴ One reason for the non-realization of the library's potential, Gaver concludes, is that "many teachers do not understand the role of the school library in the modern school or are apathetic in accepting any part of it."⁵ In 1960, Ducat concluded from her research that:

¹Don James, "Libraries as a Force in Education," Alberta School Library Review, 4:11, Spring, 1968.

²Peggy Sullivan, "School Library Service," The Library Reaches Out, Kate Coplan and Edwin Castagna, editors (Dobbs Ferry, New York: Oceana Publications, Inc., 1965), p. 241.

³Mary Virginia Gaver, "Teacher Education and School Libraries," ALA Bulletin, 60:63, January, 1966.

⁴J. Lloyd Trump, "Changing Concepts of Instruction and the School Library as a Materials Center," The School Library as a Materials Center, Mary Helen Mahar, ed. (Washington: US Government Printing Office, 1963), p. 6.

⁵Gaver, op. cit., p. 63.

[t]he findings of the study provide little evidence that the school library plays a vital role in the total school program of the schools investigated. Significant in relation to this was evidence of a lack of leadership at higher levels of administration, and within various departmental subject areas, in providing the necessary motivation to use the school library as a source of materials in the teaching program, and in developing programs which require the use of varied materials.⁶

From two studies⁷ of teacher education and the use of instructional materials, it was concluded that "the data quite obviously reflect a serious lack of understanding of the role or the importance in future teaching success of effective use of school library resources."⁸

In Alberta, only the last decade has seen any marked awareness of and interest in the role the school library can play. In 1959, forty-four briefs, presented by individuals and organizations to the Alberta Royal Commission on Education, made recommendations regarding school library policies.⁹ These recommendations needed action by the Provincial Government, for, as Schenk points out, in very few instances

⁶Sister Mary Peter Claver Ducat, O. P., "Student and Faculty Use of the Library in Three Secondary Schools" (unpublished Doctoral Dissertation, Columbia University, 1960), pp. ii-iii.

⁷A two-year study of the use of newer media in teacher education undertaken by the American Association of Colleges for Teacher Education; and a study, "Preparation of Teachers and Administrators with Respect to Elementary and Secondary School Library Materials," undertaken by the American Association of School Librarians. Gaver, op. cit., pp. 64-5.

⁸Gaver, op. cit., p. 68.

⁹Government of Alberta, Report of the Royal Commission on Education in Alberta (Edmonton: Queen's Printer, 1959), p. 238.

can a sound library or library system be developed without the aid of advice, guidance, direction, and support from the province.¹⁰ Some action recommended by the Commission has been taken. The need for more library and instructional materials space is now given legislative recognition,¹¹ and modification of school grant structure has given a measure of incentive to school boards to establish and develop school libraries and to employ librarians.¹² A \$1500 special grant is paid to Boards in respect of any teacher engaged as a librarian providing he devotes at least two-thirds of his time to the performance of duties as a librarian.¹³ The librarian must be a qualified teacher, but the Provincial Government does not require that he be a qualified librarian too. Another measure, recommended in 1959 and effective September 1, 1966, was the appointment of a provincial supervisor of school libraries.¹⁴

¹⁰G.K. Schenk, County and Regional Library Development (Chicago: American Library Association, 1954), Foreword.

¹¹Alberta. Department of Education, "Regulations Pursuant to the School Buildings Act," pp. 17-18. (Mimeographed.)

¹²Alberta. Department of Education, Sixtieth Annual Report (Edmonton: Queen's Printer, 1966), p. 18.

¹³Alberta. Department of Education, "School Foundation Program Fund Regulations," 1968, p. 5. (Mimeographed.)

¹⁴Alberta Education Council Newsletter, No. 21, October, 1966, p. 7.

At the university level in Alberta, teachers can obtain credit in several courses in school librarianship; a graduate diploma program in school libraries is offered too.¹⁵

That the school library can be a vital force in the total educational enterprise is not yet fully accepted, however, by Albertans. Indicative of this attitude is the Alberta Cabinet's response to the 1966 resolutions on school libraries presented by the Alberta Federation of Home and School Associations.

Several Ministers expressed the opinion that community libraries were quite capable of filling the requirements of the schools, and gave examples of crowded community libraries and under-used school libraries to illustrate the point. They were reluctant to admit that the school libraries may be unused because they are quite inadequate by today's standards.¹⁶

Sisko's 1964 study revealed that centralized libraries existed in about one-half of all Alberta schools.¹⁷ However,

. . . [a]n examination of data pertaining to centralized libraries . . . revealed that many so-called central libraries were extremely limited in area or were located in parts of the school which had primary functions other than library service.¹⁸

Sisko also concluded from the evidence that, in a large majority of cases, the school library in Alberta senior high schools was a mere dispenser of books.¹⁹

¹⁵University of Alberta. Faculty of Education, Calendar, 1968-69, p. 74.

¹⁶The ATA Magazine, Vol. 47, No. 3, (November, 1966), p. 57.

¹⁷George Edward Sisko, "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools" (unpublished Master's thesis, University of Alberta, 1967), p. 194.

¹⁸Ibid.

¹⁹Ibid., p. 202.

Another indication of less than full acceptance of the library's potential is found in the 1965 Report of the Division of Instruction of the Alberta Department of Education:

Library services improved over the previous year, as administrators became more aware of the educational value of libraries. While several systems continued to operate central divisional libraries, the trend was towards library facilities in individual schools with full-time or part-time librarians in charge. Most boards provided a generous allotment of books and other instructional materials. Nevertheless, a number of boards showed a lack of concern for library services.

Additional grants for employment of teacher-librarians was [sic] welcomed in most cases and encouraged employment of such specialists. Some systems which did not operate libraries, however, reported an adverse effect, as teachers with library training left the system to seek employment where they would be assigned to library duties.²⁰

A year later the Department's report stated:

The extension of the library concept to include a materials resources center was as yet only in its infancy.²¹

In his study of the library program of the Edmonton Public School System in the late 1950's, Layton concluded that the school library program had not kept pace with the new developments in education.²² A

²⁰ Alberta. Department of Education, 1966, op. cit., p. 18.

²¹ Alberta. Department of Education, Sixty-First Annual Report (Edmonton: Queen's Printer, 1967), p. 27.

²² Robert B. Layton, Jr., "The Library Program of the Edmonton Public School System" (unpublished Master's thesis, University of Washington, Seattle, 1961), p. 45.

1968 library report to the Edmonton Public School Board submitted this assessment:

Library development has made great improvement. Continued effort is required if the library is to serve adequately the new needs and demands.

Changes are needed in all areas: book collections, materials collection, library quarters, staff, and supporting central services.²³

An 82 per cent response to a 1968 Alberta-wide survey relating to school library personnel, materials, and quarters revealed that approximately 40 per cent of the province's schools had centralized libraries, over half of which were too small.

Libraries are still being used as study halls, especially in rural areas, and they have assumed multi-purpose uses in too many schools. Doubling as typing and music rooms limits the use for which they were intended.²⁴

Only 8 per cent of librarians responding had adequate preparation in school librarianship; 43 per cent had none.

While school boards, together with superintendents and principals as agents of change,

. . . have the greatest responsibility and opportunity for making certain that the schools have libraries with functional programs and excellent resources, . . . [and] no individuals are more influential than they in determining the status and nature of the school library programs,²⁵

the teacher also plays a key role in the quality and success of such programs, for the objectives of the school and the objectives of the

²³A.A. Webster, "The School Library" (Edmonton: Edmonton Public School Board, 1968), pp. 10-11. (Mimeographed.)

²⁴Blanche Friderichsen, "Statisticulating on School Libraries in Alberta," Index, 1:18, Summer, 1968.

²⁵American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 29.

school library are one and the same.²⁶ Mere availability of facilities does not ensure growth of a functional library program. Use of the school library is going to be determined "by the aims and objectives of the curriculum, and both of these are dependent upon the activities of the teaching staff."²⁷

The Alberta Report of Inspectors of High Schools says, in part, that for 1965:

. . . [t]he heaviness of student programs and, sometimes, the lack of enthusiasm of teachers, continued to impede maximum use of library facilities already available.²⁸

A year later the report stated that:

[m]ore teachers and administrators must come to recognize the learning potential that is latent in their library. The team approach between librarian and teachers must be developed.²⁹

The story of North American education is one of curricular change. Far-reaching accelerated changes in both society and education in the past decade have enhanced the importance of the library in the teaching-learning process. Multiplication of school population, increasing mobility of people, growing urban areas, and exciting technological advances have altered vocational and avocational needs which, in turn, have led to changing expectations from the school. Manifold growth

²⁶Agnes Florence, "Proposed Canadian School Library Standards," Alberta School Library Review, 2:13, September, 1965; and American Association of School Librarians, op. cit., p. 8.

²⁷Frederic R. Hartz, "High School Library: A Study in Use, Mis-use, and Nonuse," The Clearing House, 38:426, March, 1964.

²⁸Alberta. Department of Education, 1966, op. cit., p. 24.

²⁹Alberta. Department of Education, 1967, op. cit., p. 27.

in knowledge and changes in the very nature of knowledge continue to increase pressure on the high school to prepare each student for his future work and for recreation.

The great expansion in the programs, however, will probably be in those parts that are aimed at freeing the mind rather than at employment, simply because the first is becoming necessary for the achievement of the second.³⁰

Quantity of education (education for all) has not been supplanted as our basic concern; it has been augmented by another dimension: upgrading the quality of education no matter what the student's program or goal.³¹ With this added concern have come new concepts of learning, new insights into both inter- and intra-individual differences. Efforts to fit the child to the Procrustean bed of yesterday's school have been supplanted by efforts to control the learning environment, to adapt instruction to the learner, and to harmonize it with what is known about the learning process. New approaches to organization of students, of instruction, of the school day, and of instructional staff; new uses of traditional materials and new materials for learning; new technology in education, new spaces for learning, and new standards of education--all result from educators' recognition that there are varying situations, rates, styles, and techniques for learning. "The trend is clear: the library will play an increasingly important role as the learning center of the school."³²

³⁰ James E. Russell, Change and Challenge in American Education (Boston: Houghton Mifflin Company, 1965), p. 85.

³¹ Lawrence W. Downey, The Secondary Phase of Education (New York: Blaisdell Publishing Company, 1965), Introduction.

³² Jerry L. Walker, "What do Student Teachers Know About Libraries?" School Libraries, 16:23, Winter, 1967.

"Curricular improvement and library improvement have to proceed together."³³ Emphasis on teaching the student to think and to accept increasing responsibility for his own learning demands a multi-media approach to teaching and to learning, an approach which requires richness in depth and variety of resources, and the library staff to provide a multiplicity of services. "No one process or resource is sufficient for learning all subjects, for acquiring all skills, or for developing all desirable attitudes or appreciations."³⁴

Further evidence that the school library is increasingly important is found in American legislation which provides large grants for the improvement of school library facilities, resources, and staff; Title I and Title II of the Elementary and Secondary Education Act of 1965 are especially significant.³⁵ The modern school library is now an integral and indispensable part of any good school. That this statement is true is reflected in the proposed standards in preparation jointly by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association of the United States.³⁶

³³Margaret Hayes Grazier, "The Library and New Programs," The Bulletin of the National Association of Secondary-School Principals, 50:24, January, 1966.

³⁴James W. Brown, Richard B. Lewis, and Fred F. Harclerod, A-V Instruction: Materials and Methods (New York: McGraw-Hill Book Company, 1964), p. 24.

³⁵Cora Paul Bomar, "Legislation and the School Library," The Bulletin of the National Association of Secondary-School Principals, 50:89-95, January, 1966.

³⁶American Association of School Librarians, "Standards for School Media Programs," (tentative title) scheduled for publication late in 1968.

The entire standards document, in fact, will be based on the premise that the demands of the unceasing pursuit of high quality in education in elementary and secondary education mandate a much higher level of library service than most schools have been accustomed to provide.³⁷

However, "what a school thinks about a library is a measure of what it thinks about education."³⁸ Library resources and services have only limited effect on educational outcomes unless the teacher can act on an awareness of their importance in both the individual and the over-all educational program. Walraven, in 1944, diagnosed:

There is one basic problem common to all school libraries, about which state and national associations seem to be doing little, but which underlies all the problems of school libraries. This problem is nonuse--nonuse of the library by a large percentage of the faculties in a large number of schools, both large and small, and a consequent lack of interest in the school by impressionable boys and girls.³⁹

Nonuse is still a barrier to school library effectiveness. Hartz, in his 1964 study, found that less than 6 per cent of the students in his sample used the library in research for papers or reports, and only a similar number used it for general reading beyond curriculum requirements.⁴⁰ Library use is to a high degree dependent upon the activities

³⁷Richard L. Darling, "The New Standards and the Supervisor," ALA Bulletin, 62:165, February, 1968.

³⁸Harold Howe, quoted by Mary V. Gaver in "The School Library: An Intellectual Force?" School Library Journal, 14:25, May, 1967.

³⁹Margaret Kessler Walraven, "Nonuse of the Library by Teachers--What Can Be Done About It?" Library Journal, 69:739, September, 1944.

⁴⁰Hartz, op. cit., p. 426.

of the teaching staff; ". . . it is highly unlikely that the students, without teacher motivation, will use the library."⁴¹

III. NEED FOR THE STUDY

The librarian can encourage and suggest, but only the teacher can integrate the library and class or individual work. Evidence has shown that school libraries are not a vital force in the educational program in many Alberta schools. Improvement depends, in large measure, upon the attitudes of teachers.

Steps to move the library from the periphery to the centre of education, to make it "a mature and well-established agency no longer arguing for its place in the educational program,"⁴² need to be preceded by the collection, analysis, and interpretation of data on current teacher attitudes. The first North American attempt to assess the teacher's acceptance of the importance of the school library in the school program was undertaken in 1958 by the National Education Association of the United States.⁴³ However, the small percentage of returns, differences in library development, in school organization, and in teacher preparation make difficult the application to the Alberta educational situation the research findings of this ten-year-

⁴¹Hartz, op. cit., p. 426.

⁴²Lucille F. Fargo, The Library in the School. 4th ed. (Chicago: American Library Association, 1947), p. vii.

⁴³National Education Association of the United States, Research Division, The Secondary-School Teacher and Library Services, Research Monograph 1958-M1 (Washington: The Association, 1958).

old study. Leading educators in the province have recognized for some time the potential of the school library in the instructional program. Yet little is known about the place and value of the library as seen and used by Alberta senior high school teachers. A 1964 study, the first survey endeavoring as part of its purpose to study the problem, began a body of data.⁴⁴ Selecting actions which will develop those teacher attitudes and practices most contributory to the library's fulfillment of its role requires a basis of comprehensive, accurate, up-to-date data. This present study had as its general purpose contributing to such a body of data by collecting information on the attitudes which Alberta senior high school teachers hold towards the school library and its place in the total school program.

Moreover, the increase in the number and variety of courses in school librarianship and related studies offered by Western Canadian teacher education institutions reflects an increased demand for library services.⁴⁵ If libraries and librarians are to meet the needs of increasing numbers of students and new programs, the classroom teacher's opinions must be known.

Further evidence of the need for this study was inherent in the discussions in which the investigator participated at a library seminar, "Schools are for Learning," in Calgary in February, 1968. Widespread concern was expressed over the lack of teacher involvement

⁴⁴Sisko, op. cit., p. 2.

⁴⁵Luc M. Sinnema, "Library Training Available in Western Canada," Alberta School Library Review, 4:46-49, Winter, 1967-68.

with the library.⁴⁶ Administrators, teachers, and librarians expressed varying viewpoints on conditions which impede or facilitate library usage.

This present study, then, was necessary because:

- (1) There exists only a small body of data on the Alberta teacher's conception of the role and function of the school library.
- (2) The study may furnish useful information for school librarians in shaping school library programs to meet current needs.
- (3) Findings may be of value to administrators and school boards in providing school library facilities, resources, and personnel.
- (4) Data obtained may be of value to teacher-education institutions in setting their course and degree requirements.

IV. LIMITATIONS

This study was limited to 222 senior high school teachers who were faculty members in eight small to medium-sized senior high schools in central Alberta. Very small and very large schools, and schools in the large urban centres of Edmonton and Calgary, were excluded. The type of school, vocational, academic, or composite, was no limitation.

⁴⁶"Schools are for Learning," Alberta School Library Review, 4:6-15, Spring, 1968.

Each of the schools selected had a central library, staffed by a person designated as librarian, either full-time or part-time.

All faculty members of each school selected, excepting principals who did no teaching and the librarians, were included. Teachers participating were guidance counsellors and other specialists as well as classroom teachers. No teaching area represented in the eight schools was omitted.

The study was limited to consideration of teacher attitudes towards the school library's role and function in the total school program, with teachers' knowledge of library fundamentals, their selection and use of, and their motivation of student use of, library resources and services as additional gauges of attitude. Attempts to isolate determinants of teachers' attitudes towards the school library were limited to consideration of the factors of age, sex, years of teaching experience, major teaching area, and professional preparation.

The questionnaire method itself posed limitations. Reliability and validity of data are desirable, but not easy to obtain by such a method because discrepancies and inconsistencies are often revealed, and opinions do not remain constant.⁴⁷ Furthermore, completion of the questionnaire did demand some time, especially if comments were added, at a point in the school year when teachers were tired. Those

⁴⁷ John Howard Lewis, "Accuracy of Teacher Questionnaire Data" (unpublished Master's thesis, Duke University, Durham, North Carolina, 1939).

teachers not sympathetic to questionnaires or to the study may not have answered as conscientiously as valid data would require.

Any success depended upon the cooperation of each teacher and upon that of each principal, who was asked for permission to speak to the teachers and to deliver the questionnaire to each one personally.

The study was intended not to make judgments or comparisons between teachers or schools but to survey educational attitudes as they exist in Alberta senior high schools. Changes in opinion or practice are gradual but they do occur. Consequently, the results of this investigation must apply to only the school year 1966-67. Subsequent studies could produce different results.

V. DEFINITION OF TERMS

A school library or library, terms used interchangeably in this thesis, has as basic ingredients print and non-print materials, a library area of one or more rooms, and one or more librarians.

The term librarian refers throughout this study to the person or persons charged with the direction, guidance, and organization of the library materials and services.

Non-print materials refer to both projected and non-projected materials such as films, filmstrips, records, tape recordings, slides, maps, charts, pictures, transparencies, realia, dioramas, and exhibits.

Library services include those activities, performed by library staff, that attempt to relate a library's resources to the needs of its patrons: services of reading guidance; consultation and advice to teachers and students; selection, production, and organization of materials; reference and information; orientation and instruction to

teachers and students--all consciously planned to meet the school's objectives.

A classroom collection is a collection of books and/or other materials not a part of the central library collection.

A supplementary collection is a collection of books and/or other materials loaned by a school library to an individual class, teacher, or department head. Such loan may be short term, long term, or 'permanent', depending on classroom and total school needs. In any case, the materials have all been accessioned, and can be located via the library's card catalogue.

The library keys are the card catalogue, the indexes, and the bibliographies.

The vertical file, also called pamphlet file or information file, is a cabinet file of clippings, pamphlets, leaflets, and other similar materials which supplement the book collection, but are of more ephemeral interest and value.

Weeding is the process by which materials no longer useful for library purposes are withdrawn from the library's collection. Materials weeded are those in too poor physical condition, out-dated or no longer accurate, satisfactorily superseded by new or revised editions, no longer suited to the level of the users of the collection, or duplicates not any longer in demand.

Teacher is the term used to include guidance counsellors and other special teachers as well as classroom teachers.

The library clerk or cleric assists the librarian in all the general duties of a well-run office, handling only non-professional duties such as circulating of materials, shelving, typing, taking

inventory, checking in all materials received, mending and other repairs, and maintaining the physical arrangement of the library.

Research as applied to student use of library materials means the location of information and an expansion of knowledge by the use of a variety of materials.

Collateral materials are materials related to the main topic or theme being studied as distinguished from textual or basic material of the assignment; materials related to a subject, supporting, enriching, and broadening the experience of the student.

Library education is library use taught to teachers and administrators so that they can integrate the library with the rest of the school in carrying out the learning and instructional processes.

Multi-media approach to instruction is that approach which uses to a degree of simultaneity a variety of media or communication modes, a single message or learning objective tying together the several media, each medium contributing a part of the total message or impression received by the student.

An A-V coordinator is a teacher given some released time in order to give professional assistance to teachers in visualizing instruction.

An A-V specialist has a degree in Education plus some A-V training. His post is an administrative one; he assists A-V coordinators.

The professional collection in the school library consists of materials on teaching methods, guidance, curriculum, adolescent psychology, testing, supervision, educational philosophy; professional journals, curriculum guides, pamphlets, and government documents on educational problems are also included.

The library program emanates from the philosophy of library service, and is a plan of action for use of the library throughout the school. An effective program results only from the conscious, co-operative effort of all staff members. "A library without a programme is not a library."⁴⁸

VI. PLAN OF THE STUDY

Chapters II to VIII inclusive comprise the remainder of this study.

Chapter II is divided into two sections: Section I reviews seven related studies; Section II reviews a broad sampling of the literature on the role and importance of the teacher in the library program.

Chapter III outlines the procedure followed in planning and carrying out the study.

Chapters IV to VIII comprise the body of this study, and deal with the analysis and interpretation of the data received from the questionnaire. Chapter IV describes the teachers by age, sex, teaching experience, instructional areas in which they work, and amount and kind of professional preparation. In Chapter V compilations of data on the teachers' library knowledge and skills are analyzed. Teachers' views of the importance of school library resources to the educational program are the subject matter of Chapter VI. Instructional use of the

⁴⁸Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967), p. 4.

library, teachers' efforts to motivate student use of the library and to develop students' library skills, and their participation in and attitudes towards the acquisition of library resources are analyzed and considered in Chapter VII. A summary of the findings, followed by conclusions and recommendations as well as suggestions for further research, are presented in Chapter VIII.

CHAPTER II

REVIEW OF THE LITERATURE

Literature related to the problem of teacher attitudes towards the school library was studied to help gain direction for the present study. This review of the literature is divided into two categories: Section I contains a brief resumé of each of seven related studies; Section II reports a representative sampling of pertinent writings by authorities in the field of the school library and the teacher.

I. RELATED STUDIES

NEA Study.¹ The 1958 United States National Education Association investigation was the first attempt to "gather and analyze data on the actual role and function of the school library as it is used by the classroom teacher."² The study, designed to collect information useful in improving library services, obtained data concerning only the secondary-school teacher's attitudes towards and use of such services.³

Questionnaire recipients were 5000 randomly selected secondary-school teachers of urban school systems of 2500 or more population, stratified according to city size. Despite the follow-up reminders,

¹National Education Association of the United States, Research Division, The Secondary-School Teacher and Library Services, Research Monograph 1958-M1 (Washington: The Association, 1958).

²Ibid., Foreword.

³Ibid., p. 5.

only 1,468 teachers, 29.4 per cent of those questioned, responded. The monograph reader is warned that the findings of the study "should be interpreted with caution because of the sizable nonrespondent group which may introduce a bias in some of the results."⁴ Good and Scates warn that "the results may be completely negated by the cases not represented"⁵ since they outnumber the respondents.

One-half of teachers responding estimated that their school library contributed extensively to the instructional program of the school, one-third that it could contribute more, and the remainder that it served as a materials centre depot or that they did not know how it served.⁶

The question designed to determine teacher opinion of the importance of the library revealed that only 38.6 per cent of teachers in all teaching areas considered it essential, 27 per cent rated it important, and 34 per cent considered it of limited or of no importance to the effectiveness of their teaching.⁷

Teachers generally were satisfied with the services given by their school librarians, yet only 27.6 per cent reported frequent consultation with the librarian when planning new units of work; another 33.1 per cent reported that they seldom or never did so.⁸

Wide variation was revealed in the number of books teachers recommended for library purchase during the preceding year; the median was 5.9.⁹

⁴NEA, op. cit., p. 5.

⁵Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 627.

⁶NEA, op. cit., p. 8. ⁷Ibid., p. 27. ⁸Ibid., p. 32.

⁹Ibid., p. 25.

Occasional or frequent use of the school library's professional collection was reported by a very large majority of teachers, evidence that the school library was trying to meet their needs.¹⁰

The school librarian cannot perform her full function if she lacks full knowledge of the nature and type of curriculum changes the school is making or planning. However, only 37.6 per cent of respondents reported that their school librarian was a member of the curriculum committee.¹¹

Respondents believed almost unanimously that the acquisition of skills in the use of library resources should be a fundamental part of each student's education;¹² 74 per cent of them reported having a personal responsibility for fostering the development of such skills.¹³ Yet for only one-quarter of them had instruction in the role and function of the school library in the school program been a part of their professional preparation, either as a definite part of a professional course or as one or more separate courses in library science.¹⁴ A break-down of this figure into subject-matter areas might have proved useful in revealing information about possible relationships between the professional preparation of the teacher and his attitudes towards the school library.

¹⁰NEA, op. cit., p. 25. ¹¹Ibid., p. 21. ¹²Ibid., p. 9.

¹³Ibid., p. 10. ¹⁴Ibid.

In the opinion of 63.1 per cent of respondents, their school librarian was well-informed about the subject matter covered in class in their major teaching area. The remainder either considered the school librarian not well-informed or they did not know.¹⁵

The major users of library services and materials, the teachers of English, social studies, and science, gave the greatest degree of importance to the library. These respondents also put forth most effort to foster desirable student attitudes towards and skills in the use of library resources.¹⁶

In a second category were the minor users, teachers of business education, industrial arts, and mathematics. This group attached least importance to the library, and did little to motivate students to use the library or to build their library skills.¹⁷

Potential major users, teachers of art, foreign languages, household arts, music, and health and physical education, formed the third group. Many of these teachers indicated that they considered library materials important to effective teaching,¹⁸ but a good number of them gave low ratings to their own libraries.¹⁹

The above categorizations resulted from "comparing the responses of teachers in a given subject-matter area to several related questions."²⁰ The monograph does not detail the design of such analysis.

¹⁵NEA, op. cit., p. 16. ¹⁶Ibid., p. 25. ¹⁷Ibid.

¹⁸Ibid., p. 13. ¹⁹Ibid., pp. 14, 28. ²⁰Ibid., p. 25.

The import of each question must be gleaned from the graphs and the tabulation titles in all but two cases, for a copy of the questionnaire is not included. In addition, inclusion of the evidence by which the choice of questions was justified would have been helpful to monograph readers, especially to non-library-oriented persons.

This NEA study has proved to be the forerunner of the next four studies reviewed.

The Figueroa Study. In 1960 Figueroa designed a study to discover the use made of school library services by Los Angeles senior high school teachers and the reasons for nonuse of such services.²¹ It was based on the premise that "the school library cannot accomplish its purpose unless the teachers are aware of the services of the library, and then use these services."²² The research instrument included items on only those library services actually provided in the respondent's school.²³ Respondents were asked to write in their reasons for nonuse; an unstated percentage did not do so.²⁴ Among reasons given for nonuse were:

- (1) The subject field does not adapt itself to library use.
- (2) No need to use the library because of the subject field.
- (3) Students do not know how to use the library.
- (4) Teacher was not asked to use the library.²⁵

The number who gave each reason would have been useful information.

²¹Celida Figueroa, "A Survey of the Use of High School Libraries by Teachers in a Selected Number of Senior High Schools of the Los Angeles City School District" (unpublished Master's thesis, Immaculate Heart College, Los Angeles, 1960).

²²Ibid., p. 3. ²³Ibid., p. 2. ²⁴Ibid., p. 102.

²⁵Ibid.

A weakness of the instrument used is that one-third of the questions (Numbers 6, 7, 8, 15, 18, 21, 22, 23) begin, "Have you ever . . .?" No time duration is stated. Nor is there any evidence in the thesis that, in analyzing the data, any cognizance was taken of the difference between the teacher who during fifteen years of tenure had selected ten books for purchase and the one who had recommended an equal number in one year of tenure.

The fact that of the 520 teachers surveyed only 263 or 50.6 per cent responded²⁶ does not negate Figueroa's conclusion that "there is a great need to instruct teachers in the role of library in their teaching and also to instruct them in its use."²⁷

The Wheeler Study.²⁸ In 1960 Wheeler asked the librarians in each of five Charlotte, North Carolina, senior high schools to keep for seven consecutive months a detailed monthly account of the number of teachers using the library and the purpose for which they used it. Frequency of individual teacher use was not tabulated.

Wheeler has drawn no conclusions because analysis of the data revealed a different pattern of usage in each school. The only uniformity among the five schools was limited use of the school library.²⁹

The method of gathering the data in this study must be questioned on several counts. First, although the librarian-observers were not to

²⁶Figueroa, op. cit., p. 26.

²⁷Ibid., p. 27.

²⁸Anne Wheeler, "A Study of Teacher Use of the Library and Current Practices in Motivating This Use in the Senior High School Libraries of the Charlotte, North Carolina, City Schools" (unpublished Master's thesis, University of North Carolina, 1961)

²⁹Ibid., p. 75.

evaluate or judge each purpose, even a simple observation has in it some interpretation.³⁰ Second, "all observation is a process that takes some time and is subject to error in the course of its occurrence."³¹ Third, this writer questions the reliability of data dependent upon observations to be tabulated by any person as busy as a school librarian.

The Ducat Study. Those specific purposes of this 1960 study pertinent to the present study were "to determine the nature and extent of use made of the library in three secondary schools, . . . and to isolate factors affecting or explaining patterns of library use among teachers and students."³²

The schools included in the study were three co-educational schools representative of the numerous accredited, medium-sized parochial secondary schools in mid-western United States. By questionnaires to students, teachers, and librarians, by daily use forms recording actual library use during a typical week, and by personal interviews, data were obtained on the frequency and kind of library use during the year, attitudes toward the role of the library, and the importance of library resources in instruction.³³ Responses were received from 2,266, or 93.21 per cent, of the 2,431 students, from 87, or 80.56 per cent, of the 108 teachers, and from all librarians.³⁴

³⁰Good and Scates, op. cit., p. 661. ³¹Ibid., p. 662.

³²Sister Mary Peter Claver Ducat, O.P., "Student and Faculty Use of the Library in Three Secondary Schools" (unpublished Doctoral dissertation, Columbia University School of Library Science, 1960), p. 245.

³³Ibid., p. 13

³⁴Ibid., p. 8.

In the main, library resources were considered of utmost importance in achieving their teaching objectives by instructors of social studies, English, and religion; of considerable importance by teachers of science and home economics; and of some importance by mathematics, foreign language, art, and physical education teachers.³⁵ However, great variation existed in their estimate of this importance among teachers even within the same subject area,³⁶ and among major users within a single school.³⁷ Moreover, inconsistencies appeared between the individual teacher's rating of the importance of resources and his use of them or his motivation of student use.³⁸ These variations indicate that sweeping generalizations about subject area as a criterion for amount of use that will be made of the library cannot be made.³⁹

Ducat deduced from the data that, generally, teachers who used library resources most in their teaching also attached the highest importance to them.⁴⁰

Generally, assignments did not motivate student use of library resources to any great extent;⁴¹ that only a small number of teachers used those resources contributed to student nonuse.⁴² "The school library having the highest percentage of faculty use also had the highest percentage of student use."⁴³ Teachers rarely or never used the school library for their own study during free time. Their reasons, in order

³⁵ Ducat, op. cit., p. 246. ³⁶Ibid., p. 37. ³⁷Ibid., p. 38.

³⁸ Ibid., pp. 246, 255. ³⁹Ibid., p. 41. ⁴⁰ Ibid., p. 36.

⁴¹ Ibid., p. 248. ⁴²Ibid. ⁴³Ibid., p. 83.

of influence, were: "(1) lack of time; (2) not convenient; (3) the library not quiet enough; (4) already have a semi-private area."⁴⁴

Responses indicated that inadequate library facilities curtailed use and also limited type of assignment, but a more serious limiting factor was the inadequacy of the library collection.⁴⁵ The majority of those rating library materials to be most important also judged them adequate;⁴⁶ of those rating library resources of little or no importance, most were unable to judge their adequacy.⁴⁷ Many teachers were not familiar with the library's contents; nearly one-third of the faculty in school A knew little or nothing about them.⁴⁸ Nor were they interested in improvement of the collection. The proportion of teachers sharing in materials selection (56.25 per cent in school A; 45.71 per cent in school B; 55 per cent in school C)⁴⁹ was much lower than the 76.9 per cent reported in the NEA study.⁵⁰ One-third of those not participating stated that it was not their responsibility.⁵¹

In two of the schools, a majority of teachers held no opinion about the adequacy of the instruction in library skills.⁵²

Responses of the majority of faculty in each school indicated a favorable attitude towards school librarians, yet teachers were often unaware of the services these librarians offered.⁵³

⁴⁴Ducat, op. cit., p. 83. ⁴⁵Ibid., p. 74. ⁴⁶Ibid., p. 54.

⁴⁷Ibid., p. 58. ⁴⁸Ibid., p. 53. ⁴⁹Ibid., p. 84.

⁵⁰NEA, op. cit., p. 20. ⁵¹Ducat, op. cit., p. 84.

⁵²Ibid., p. 87. ⁵³Ibid., pp. 72, 74.

The major hypothesis that teachers make only limited use of the school library was supported by the data.⁵⁴

The very fact that many teachers feel they must be invited to participate in the school library program indicates that they do not appreciate the true role of the library in the school or their position in the library program.⁵⁵

Although the conclusions of this study are most meaningful to the schools involved, and there are probable inaccuracies of some answers to the questionnaire, the study has implications for all administrators, teachers, librarians, and teacher-education institutions.

The Sisko Study.⁵⁶ In 1964, Sisko used the questionnaire employed in the above NEA study as one of three research instruments in his study to "determine as accurately as possible the status of school libraries in Alberta . . . and to identify strengths and weaknesses."⁵⁷ Specifically, the NEA questionnaire was used to discover "some of the attitudes held by senior high school teachers toward the role of the school library."⁵⁸

Response to the questionnaire was obtained from 665 (57.2 per cent) of the 1,163 teachers to whom it was distributed in 88 schools in 82 school systems.⁵⁹

⁵⁴Ducat, op. cit., p. 95. ⁵⁵Ibid., p. 250.

⁵⁶George Edward Sisko, "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools" (unpublished Master's thesis, University of Alberta, 1967), p. 194.

⁵⁷Ibid., p. 2. ⁵⁸Ibid. ⁵⁹Ibid., p. 22.

While sixty per cent of respondents reported that they considered the school library either essential or important to effective teaching, only 46.2 per cent rated library materials in their subject area good to excellent.⁶⁰ Yet 75.4 per cent of all teachers seldom or never planned with the librarian class visits to the library, and more than one-half of all respondents seldom or never consulted with the librarian for any purpose.⁶¹

In the opinion of the librarians, deficiencies existed in the way teachers used the library in their teaching.⁶² Teachers believed that more trained librarians, improved facilities, and better collections were prime needs; 52.7 per cent thought that their school library could contribute much more than it did to the instructional program.⁶³

Both the NEA and Sisko studies revealed that use of the library as a study hall and crowded library conditions were obstacles to teachers urging students to spend class time in the library. However, Alberta teachers who thought that students had ample opportunity to use the library (19.1 per cent), and those who believed the subject did not require library use (21.86 per cent), far outweighed the 8.6 per cent who frequently encouraged students to use the library during class time.⁶⁴

Library utilization by students occurred most frequently during the lunch hour; there was little chance for student use before or

⁶⁰Sisko, op. cit., p. 132. ⁶¹Ibid., p. 158.

⁶²Ibid., p. 157. ⁶³Ibid., pp. 157, 162. ⁶⁴Ibid., p. 146.

after school except in schools with enrolment over two hundred. More than 70 per cent of teachers stated that students could use the library any time the teachers deemed such use appropriate. Yet the library served as a study hall one-quarter time or more in the majority of schools. Sisko concludes that this contradiction suggests that students in the library for study hall were refused access to library resources.⁶⁵

Teachers were almost unanimous in believing that gaining effective library skills should be an essential part of every student's education. Nonetheless, a program for teaching library skills existed in only one-third of the schools in the survey.⁶⁶ Further, only eight per cent of respondents reported that their professional preparation had included any instruction in library use.⁶⁷

Major users of the school library were teachers of English, social studies, and household arts. On the other hand, teachers of business education, mathematics, and foreign languages regarded library materials as relatively unimportant to effective teaching.⁶⁸ Seventy per cent of an intermediary group (teachers of science, vocational education, industrial arts, physical education and health) indicated some potential as library users for they encouraged students to read beyond minimum curricular requirements in their subject areas. However, in their rating of materials available, in frequency of giving assignments

⁶⁵Sisko, op. cit., pp. 125-7. ⁶⁶Ibid., p. 156.

⁶⁷Ibid., p. 135. ⁶⁸Ibid., p. 152.

requiring library usage, in their estimation of the importance of motivating students to use library resources, less than one-half responded favorably.⁶⁹

Although teachers of art and music were included in the questionnaire, no mention was made of the category to which they belonged, nor were they listed in the distribution tables.⁷⁰

From the evidence, Sisko was justified in concluding that the school library in the schools surveyed was little more than a resources accounting centre, not an integral part of the educational program.⁷¹ Consequently, Sisko made these recommendations:

- (1) The \$1500 special grant (Chapter I, page 4) should be applicable only if the librarian has standing in at least four university courses in school librarianship, or the grant should be increased if the librarian has standing in such courses.
- (2) Library and materials instruction should be mandatory for all prospective teachers.
- (3) For teachers, teacher-librarians, and administrators in the field, library in-service projects must instruct on how to use the school library to best advantage.⁷²

⁶⁹Sisko, op. cit., pp. 152-3.

⁷⁰Ibid., p. 24.

⁷¹Ibid., p. 202.

⁷²Ibid., pp. 203-207.

The Perkins Study. To test his hypothesis that in teacher-education programs the school library is neglected, Perkins, between 1961 and 1964, administered to a total of 4,170 college seniors in sixty-nine United States teacher-education institutions representing thirty-eight states, three rather widely-used tests: Bennett Use of the Library Test, Peabody Library Information Test, Feagley Library Orientation Test for College Freshmen.⁷³ In each of the tests some individuals performed well, but total evidence upheld Perkins' contention that "prospective teachers, as a group, cannot make intelligent use of library facilities."⁷⁴

Perkins admitted that the three tests did not meet all the specifications of a good test, but they were the best available.⁷⁵ The writer wonders why Perkins did not develop new instruments, retaining the excellent areas of these three standardized tests, and eliminating or improving upon the areas of doubtful value. However, this omission does not invalidate the findings.

The basic recommendation arising from the findings was that "if the library is a necessity to education, it is also necessary to engage in a program that will allow all students to have training in its use."⁷⁶ Such a program would have three basic parts:

⁷³Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals (New York: The Scarecrow Press, 1965), pp. 21-2.

⁷⁴Ibid., p. 193. ⁷⁵ Ibid., p. 48. ⁷⁶ Ibid., p. 197.

- (1) Administrators of public schools and colleges must be fully convinced of the valuable contributions made by proper use of the library.
- (2) A meaningful course must be made mandatory for all teachers in all curriculum areas.
- (3) These teachers must teach their students correct library usage as an integral part of their curricular areas.⁷⁷

The Walker Study.⁷⁸ In 1965 Walker gave a thirteen-item questionnaire to eighty-five student teachers (thirty-four in English, twelve in social studies, sixteen in science, nine in foreign languages, two in business education, four in art, five in physical education, and one in music) to test their knowledge of the availability and use of library resources and services. Eleven of the items were factual.

The responses to the questionnaire revealed that "student teachers have, at best, very limited knowledge of the library resources available to them and that much of the information they think they have is incorrect."⁷⁹ Participants in the study regarded the library as an adjunct to, not an integral part of, their teaching; their concept of how library and librarian could help them in their teaching was very

⁷⁷Perkins, op. cit., pp. 196-7.

⁷⁸Jerry L. Walker, "What Do Student Teachers Know About Libraries?" School Libraries, 16:17-23, Winter, 1967.

⁷⁹Ibid., p. 18.

limited; none saw any value in the library for promoting individualized instruction, and few were aware that the librarian could help them as they planned teaching units.⁸⁰ The data led Walker to make these recommendations:

- (1) Teachers must have instruction, pre-service and in-service, in library resources, services, aims and practices; in using audiovisual materials and equipment; in designing and producing visual aids.
- (2) Methods courses should give attention to using the multi-media approach in instruction; teachers need to know the particular kind of job each medium does best.
- (3) Student teachers should be required to spend time in the library of the school to which they are assigned in order to become acquainted with the library and librarian and their role in the school.⁸¹

⁸⁰Walker, op. cit., p. 18.

⁸¹Ibid., p. 23.

II. RELATED WRITINGS

Writings on the role of the library in the school stress the importance of the teacher in the library program. Rossoff states that:

[t]he classroom teacher has been singled out as the most essential element in the success of the school library program.¹

To review all that has been written on the subject of the teacher and the school library would be neither feasible nor requisite. Careful selection from a large representative sampling of the literature is sufficient to reveal certain identifiable though not discrete areas considered by leading authorities to be of major significance.

These are:

- (1) Pre-service and in-service library education for teachers.
- (2) The teacher's role in the development of students' library skills.
- (3) Teachers' knowledge of library contents, operations, organization, policy, philosophy, and services.
- (4) Teacher motivation of student use of the library.
- (5) Teacher use of library resources and services in their teaching.
- (6) The teacher's role in the acquisition of library materials.
- (7) Liaison between teacher and librarian.
- (8) Teacher recognition of the role and status of the librarian.

¹Martin Rossoff, The Library in High School Teaching (New York: H. W. Wilson Company, 1961), p. 8.

Pre-service and in-service library education for teachers. The

contention that instruction in library use and resources should be required for all teachers is upheld by the evidence from the studies in Section I above. Eminent authorities agree, too, with this requirement. Williams explains:

. . . modern teaching methods necessitate the use of a wide variety of materials to enrich and make more meaningful the learning experiences of children In addition to a thorough knowledge of subject matter, the teacher of today's children must be a specialist in the use of diverse materials in all fields of communication. Efficiency in using instructional media presupposes able evaluation and discriminating selection because each medium makes² a unique contribution to a specific learning situation.

Consequently, teachers must have the opportunity to gain such knowledge of materials in their major teaching areas, and of their selection, evaluation, and use. Furthermore, states the American Association of School Librarians in its Standards for School Library Programs,

[i]t is important for the prospective teacher and school administrator to acquire during his professional education . . . [a]n understanding of the contributions that can be made by the library program and staff to the educational program of the school, [and][a]n awareness of the teacher's functions in the school library program.³

The fruits of such knowledge and understanding will be very evident, Fagersburg attests, for:

²Elizabeth O. Williams, "Teacher Education and the Use of Instructional Materials," Journal of Teacher Education, 12:104-5, March, 1961.

³American Association of School Librarians, Standards for School Library Programs (American Library Association, 1960), pp. 67-8.

. . . as teachers [present university students] will have the opportunity to promote library use among their students. They will seize this opportunity as a vital challenge if the library has been made for them the vital heart beat of their own college days.⁴

Ersted urges that such instruction be supplied at the graduate as well as the undergraduate level.⁵ However, library education at either or both levels will not meet the needs of teachers in the field. To supply their requirements, in-service programs must be offered.⁶

Until teachers become acquainted with the materials and services of school libraries as a basic part of their professional preparation, school administrators, school librarians, and school-library supervisors have the responsibility for and the obligation to provide in-service training for teachers⁷

Donald G. Emery, writing in The Nation's Schools, suggests that the administrator needs to schedule special blocks of time each week for in-service library education for teachers.⁸

⁴Dorothy Spencer Fagerburg, "Future Teachers Learn to Use the Library," Library Journal, 84:2576, September 15, 1959.

⁵Ruth Marion Ersted, "Standards for School Library Programs," Bulletin of the National Association of Secondary-School Principals, 43:7, November, 1959.

⁶Mary Virginia Gaver, "Teacher Education and School Libraries," American Library Association Bulletin, 60:71, January, 1966.

⁷Frances Henne, "Toward Excellence in School-Library Programs," New Definitions of School-Library Service, Sara Innis Fenwick, editor (Chicago: The University of Chicago, 1960), p. 88.

⁸Donald G. Emery, "Show me a Poor Library--and I'll Show You a Poor Educator," The Nation's Schools, 77:88, March, 1966.

However, Garber emphasizes that one type of program alone is inadequate:

No sane educator can doubt that teachers need some kind of training, both pre-service and in-service, that will better fit them for teaching their pupils proper use of the library.⁹

The teacher's role in the development of students' library skills.

Boswell reported Dr. Johnson as saying, "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information about it."¹⁰ Trends in education make this second kind of knowledge increasingly important. In fact, says Trump, "[t]he success of any educational program depends ultimately on the degree to which students develop skills and responsibility for their own learning."¹¹ With skill in the use of library resources, those young people seeking post-secondary education will have a headstart on those lacking such skill; those entering the labor force will have the skills required to pursue self-education.¹²

Making certain that students gain these necessary library skills is the responsibility of every faculty member; "all teachers share the

⁹Ethel Garber, "Teachers Need Library Education," Journal of Teacher Education, 5:319, December, 1954.

¹⁰George Birkbeck Hill, ed., Boswell's Life of Johnson, rev. and enl. ed. by L. F. Powell (Oxford: University Press, 1934), v. II, p. 365.

¹¹J. Lloyd Trump in M. E. Miller, "Independent Study Centers: Their Relation to the Central Library" (reply with rejoinder), Bulletin of the National Association of Secondary-School Principals, 50:154, September, 1966.

¹²John B. Wilkins, "Library Instruction---Curriculum Must," Bulletin of the National Association of Secondary-School Principals, 43:130, November, 1959.

responsibility for helping students to learn how to use the library tools in their subject areas."¹³

The unit lesson approach to teaching library skills does not interest or challenge the student. According to Rossoff, "[t]he best type of library instruction arises out of classroom situations requiring a search of multiple sources."¹⁴ Ostwald agrees:

The acquisition of library knowledge [should] flow directly into a class activity or interest so that it is not a thing apart but an integrated tool.¹⁵

The foregoing approach, dependent as it is upon the attitudes of the individual subject teacher, can be haphazard. To avoid this danger, Conant stresses that principals, teachers and librarians must co-ordinate their efforts at incorporating the use of the library into regular class activities.¹⁶ Hence, as Schwilck reiterates,

. . . teaching students advanced library skills undoubtedly is one of the more important curricular tasks of the faculty. Throughout each of the . . . school years, faculty must specifically design library projects that enable students to extend gradually their [library] knowledge and understanding.¹⁷

¹³Dorothy Roche, "The School Library: Each Teacher's Responsibility," Wilson Library Bulletin, 31:630, April, 1957.

¹⁴Martin Rossoff, The Library in High School Teaching (New York: H. W. Wilson Company, 1961), p. 82.

¹⁵Venice V. Ostwald, Improving School Library Usage (University of Oregon, Curriculum Bulletin No. 240), January, 1964, p. 14.

¹⁶James B. Conant, Recommendations for Education in the Junior High School Years (Princeton, New Jersey: Education Testing Service, 1960), p. 31.

¹⁷Gene L. Schwilck, "The Library Needs the Principal," Bulletin of the National Association of Secondary-School Principals, 50:9, January, 1966.

Teachers' knowledge of library contents, operations, organization, and services. It is important, and the librarian should expect, that the teacher will "know and keep abreast of instructional materials, especially those in his own school library."¹⁸ If he does not have knowledge of his own school library, particularly as it relates to his own teaching field, and realize how its work leads to and develops from his own work, library materials, effort and expense are wasted.¹⁹ Conversely, if the teacher does know and understand what the library has to offer, he is more likely to become enthusiastic about the contribution of the library to education.²⁰

The teacher must accept great responsibility for encouraging his students to read beyond curriculum requirements; without knowledge of the library, he cannot discharge this responsibility.

By making himself thoroughly familiar with the library programme and resources in the school, and by keeping informed regarding availability of new material, the teacher is able to accept responsibility with the librarian for seeing that students have the library skills and experience necessary for class work and to help them become independent in the use of library facilities.²¹

¹⁸American Association of School Librarians, op. cit., p. 65.

¹⁹Mary Peacock Douglas, The Teacher-Librarian's Handbook (Second ed. Chicago: American Library Association, 1949), p. 5.

²⁰Garber, op. cit., p. 320.

²¹Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: Ryerson Press, 1967), p. 50.

Teacher motivation of student use of the library. "What the library means to the students depends upon the attitudes of the teachers."²² The teacher has a better opportunity than does the librarian to know the interests and potential of his students. Consequently, each instructor must assume responsibility for encouraging his pupils to make use of the library especially as it affects his own teaching area; to read, listen, and view over and beyond required material; to explore and enjoy library resources.²³ Creative assignments must be designed to provide constructive use of the library, to make library experience rich and satisfying.²⁴ With the whole staff, principal, teachers, and librarian, all cooperating, students can be guided in "acquiring an artistic and cultural appreciation" of books, pictures, recordings, films, filmstrips, art objects, and other materials.²⁵

At his teaching station, it is desirable for the teacher to have, on loan from the library, a supplementary collection of reference and collateral materials pertinent to the topic under study. "The location of the math collection, for example, will be a determinant of the effective utilization of . . . materials when they are needed."²⁶ However,

²²Evelyn S. Bianchi, "A Study on the Secondary-School Library and the Classroom Teacher," The Bulletin of the National Association of Secondary-School Principals, 43:124, November, 1959.

²³C. E. Buell, "The Library and the JHS Teacher," Clearing House, 36:365-6, February, 1962.

²⁴James, op. cit., p. 549.

²⁵American Association of School Librarians, op. cit., p. 17.

²⁶Jack N. Sparks and Kenneth I. Taylor, "The Secondary-School Mathematics Library: Its Collection and Use," The Bulletin of the National Association of Secondary-School Principals, 43:140, November, 1959.

such a collection is not a substitute for the library; the wise teacher uses it to encourage further student investigation of library resources.²⁷ It follows, then, that the teacher should use the library as a means of individualizing instruction.²⁸ All students can be challenged; more and more, students are being expected to investigate, on their own, problems of interest to them in their academic fields.

Taking a class to the library, or urging small groups or individuals to go there during class time, are both good ideas if the visits are planned and purposeful.

Together, they [teacher and librarian] . . . should assure that pupils learn proper skills in the use of the library and well-fixed habits of use, including that of reading for sheer enjoyment.²⁹

The extent of teacher motivation is probably the most important single factor in the success or failure of the school library program, for, as Snyder elaborates,

[t]he most effective motivation of student use of the library comes from the learning situation. If the student can complete successfully the course requirements by adherence to the text, there is no stimulus for him to use the library.³⁰

²⁷American Association of School Librarians, op. cit., p. 89.

²⁸Alice H. Robinson, "The School Library: Instructions Partner," Library Journal, 88:826, February 15, 1963.

²⁹Marvin D. Alcorn, James S. Kinder, and Jim R. Schunert, Better Teaching in Secondary Schools (revised edition; New York: Holt, Rinehart and Winston, Inc., 1964), p. 212.

³⁰Louella Snyder, The Second Kind of Knowledge (Syracuse: Syracuse University Press, 1964), p. 7.

Teacher use of library resources and services in their teaching.

It is well recognized that the eighteenth and nineteenth century concepts of the amount and kind of education required are not meeting the needs of this last half of the twentieth century. The school's role is not to indoctrinate. Ellsworth summarizes the present needs:

Students need to learn questions as well as answers. They need to gain experience in working from source material. They need to learn how to draw sound conclusions from raw evidence. And they also need to learn that there are some questions to which there are no answers.³¹

They need superior teaching, and "really superior teaching cannot be done in most departments without full involvement of the library."³²

The teacher uses the consultant services of the librarian to help set assignments which will trigger the kind of thinking desired.³³ "Consulting with the librarian will be routine for teachers in preparation of course units"³⁴--if teachers are alert to the possibilities of using library materials and services in their teaching.

Furthermore, the library can contribute to the professional growth of teachers and administrators; today's teacher needs to make use of

³¹Ralph E. Ellsworth and Hobart D. Wagener, The School Library: Facilities for Independent Study in the Secondary School (New York: Educational Facilities Laboratories, 1963), p. 76.

³²Robert L. Amsden, "How to Use the Library to Improve Instruction," Bulletin of the National Association of Secondary-School Principals, 45:227, April, 1961.

³³M.J. McCue Aschner, "Asking Questions to Trigger Thinking," National Education Association Journal, 50:45, September, 1961.

³⁴Amsden, op. cit., p. 227.

the professional collection in his school and the one in his system.

If a board of education wants to have a faculty knowledgeable about the trends in education, up-to-date in its thinking, and able to weigh the advantages and disadvantages of the new developments, it must see that professional literature is available and used.³⁵

Rossoff contends that "the school library is . . . the teacher's most fruitful source in the enrichment of instruction."³⁶ Douglas agrees:

Teachers who teach with and through the library are enriching and extending interests, making school-work vital, and helping their pupils gain worth-while skill in acquiring information and using the tools of scholarship.³⁷

The teacher's role in the acquisition of library materials. The selection of materials is the responsibility of qualified teachers, supervisors, and administrators, working with the school librarian.³⁸ Such participation is vital; "no one person can know all the fields and make knowledgeable judgments for the entire library collection."³⁹ A librarian will not build an extensive collection in a section if the

³⁵Margaret E. Nichol森, "The Professional Library," Bulletin of the National Association of Secondary-School Principals, 50:96, January, 1966.

³⁶Rossoff, op. cit., p. 8.

³⁷Douglas, op. cit., p. 5.

³⁸Jack McClellan, "New Roles for School Libraries," Education, 42:646, October, 1965.

³⁹Hartz, op. cit., p. 427.

teacher gives no indication that he will use it or will motivate his students to use it: "the library collection of a school is . . . an index . . . of the relative degree to which each department utilizes . . . instructional materials."⁴⁰

Through in-service sessions, the teacher should become familiar with the standard tools for the selection of materials. In addition,

[h]is professional preparation and experience provide him with a knowledge of materials in his field and of the types of materials appropriate for the needs and abilities of his students . . . and he utilizes every opportunity to examine and to evaluate materials in his field.⁴¹

Regular weeding is essential; each department should meet at least once a year with the librarian to evaluate present resources and eliminate out-dated and no longer suitable materials. Plans to fill the gaps in the collection or to meet new demands can then be more wisely explored.⁴²

Liaison between teacher and librarian. In its new standards, the Canadian School Library Association asserts that one requirement for a most effective library program in the school is that teachers work "closely with the librarian to build the types of library programme suited to the particular school"⁴³ That program is like a seesaw: it

⁴⁰ Sparks, op. cit., p. 138.

⁴¹ American Association of School Librarians, op. cit., pp. 74-5.

⁴² Wilkins, op. cit., p. 131.

⁴³ Canadian School Library Association, op. cit., p. 10.

requires cooperation between teacher and librarian and the support of the administration.⁴⁴ Amsden⁴⁵ and Marland⁴⁶ agree that an ongoing instructional partnership must exist if the movement toward quality of education is to accelerate, if any lag between promising concepts and their application in the school is to be decreased.

Differences in approach there will be, but "a working relationship can be established . . . if the lines of communication are kept open."⁴⁷ A primary objective must be to build an atmosphere in which cooperation can thrive. Clear understanding of library philosophy and objectives should lead to shared participation in the enunciation of a written policy statement.⁴⁸ Cole points out that cooperative delineation of the duties and responsibilities of each is imperative; without it

⁴⁴Valentine Jones, "Teaching Library Skills," Texas Outlook, 50:16, April, 1966.

⁴⁵Robert L. Amsden, "Characteristics of Effective School Library Service," Bulletin of the National Association of Secondary-School Principals, 43:57, November, 1959.

⁴⁶Sidney P. Marland, Jr., "The School Librarian as a Resource for the Gifted Student," Bulletin of the National Association of Secondary-School Principals, 43:165, November, 1959.

⁴⁷Viola Swanson, "The Librarian: Partner and Teacher," American School Board Journal, 151:33, November, 1965.

⁴⁸Thelma Sloan, "Working with Teachers--A Cooperative Business," Bulletin of the National Association of Secondary-School Principals, 43:153, November, 1959.

the library program--and therefore the students--suffer.⁴⁹ Mutual respect for the professional contribution of each partner, a willingness to discharge responsibilities, and flexibility are requisites if teacher and librarian are to form an harmonious team.⁵⁰

The AASL Standards for School Library Programs is more specific:

The teacher keeps the school librarian informed about curricular changes and gives advance information about class assignments, so that resources are available in the library. Lines of communication are established between teachers and library staff for mutual reporting of pertinent information about interests, needs, abilities, attitudes, achievements, and performance of students.⁵¹

Through informal, but not hit-and-miss, conferences between the librarian and the individual teacher, many a barrier to understanding is removed. Collective wisdom can result as they tap each other's strengths, each gaining stature from the other.⁵² Each must be willing to take the initiative; a cloistered teacher contributes as little as does a cloistered librarian.⁵³ Ersted in 1959 made this still valid summation:

⁴⁹Tom J. Cole, "If the Twain Could Meet," Peabody Journal of Education, 42:10, July, 1964.

⁵⁰Mary Mount, "Librarian and Teacher as a Team," Instructor, 75:71, November, 1965.

⁵¹American Association of School Librarians, op. cit., p. 67.

⁵²James R. Squire and Roger K. Applebee, "A Study of English Programs in Selected High Schools that Consistently Graduate Outstanding Students in English," Cooperative Research Report No. 1994 (Urbana, Illinois: University of Illinois, 1966), p. 76.

⁵³Mary A. Rushforth, "Librarians: Are You a Help to Your Teachers?" The Clearing House, 12:223, December, 1937.

The degree to which the school library is successful can be measured by the cooperative working relationships between teachers and the librarian.⁵⁴

Teacher recognition of the role and status of the librarian. Much depends upon the abilities, attitudes, and personality of the librarian;⁵⁵ much else depends upon faculty members' recognition that the librarian is, first of all, a teacher and, second, a teacher with particular qualifications--a librarian, a fellow professional heading a department of the school.⁵⁶

The teacher who has learned the true role and function of the library will recognize that the librarian should be a member of each teaching team.⁵⁷ Membership in curriculum committees is involved, too; the curriculum today provides an integral place for the materials specialist. More is involved than just knowing what material is available, finding it and organizing it; the librarian must keep the full range of learning resources always in the middle of the educational picture if the library is to become a true intellectual laboratory.⁵⁸

⁵⁴Ersted, op. cit., pp. 6-7.

⁵⁵Peggy Sullivan, "Feedback from the Field," Wilson Library Bulletin, 41:949, May, 1967.

⁵⁶Amsden, "Characteristics of Effective School Library Service," p. 55; American Association of School Librarians, op. cit., p. 56.

⁵⁷Emery, op. cit., p. 88.

⁵⁸Alexander Frazier, "Curriculum Changes and the Librarian," Wilson Library Bulletin, 39:391, January, 1965.

CHAPTER III

PROCEDURE

To achieve the general purpose of this study as set out in Chapter I, the following procedures were carried out.

I. IMPLICATIONS GAINED FROM EXISTING LITERATURE

Four basic decisions with respect to the current study resulted from the review of related research and literature:

- (1) The review upheld the need to undertake the present study.
The information about teacher attitudes and practices gained by studies in the United States and by an earlier study in Alberta warranted further research. Differences in the specific design, purpose, and geographic area and local conditions indicated the desirability of contributing to the existing body of Alberta data.
- (2) The related studies suggested scope and direction for the present study. Specifically, this study repeated, with modifications suggested by the review of related writings, other studies conducted for similar purposes.
- (3) Current literature revealed the desirability of including in the present investigation the use and place of both print and non-print materials, professional preparation associated with both classes of materials, and the role of the school library in team teaching.

- (4) Review of the literature revealed the necessity of limiting the scope of this study. A more comprehensive study relating to the entire province and to all grades, school levels, and subject areas, and using a variety of instruments--personal interviews, repeated classroom and library observation, daily library use record over an extended period, student questionnaires--in addition to the present questionnaires, would be impractical to undertake without the resources available to a provincial or a national body. Therefore the scope of the present study was limited as described under "Limitations" in Chapter I.

II. STATING SPECIFIC OBJECTIVES

To identify the specific objectives of this study, the eight main areas of the problem as revealed by the literature (Chapter II, Section II) were analyzed. This analysis resulted in the statement of the following specific objectives:

- (1) To determine to what extent teachers' professional preparation has included instruction in the role and use of the school library facilities, materials, and services.
- (2) To discover how teachers assess the value of and their share in the development of students' library skills.
- (3) To ascertain teachers' knowledge of their school library's contents, organization, policy and philosophy, and operation.
- (4) To ascertain what value teachers place on school library facilities, materials, and services in instruction and learning.

- (5) To ascertain what value teachers attach to the presence and adequacy of the school library.
- (6) To determine the extent to which teachers participate in the acquisition of library materials.
- (7) To ascertain teachers' assessment of the librarian's role in, and contribution to, the total school program.
- (8) To obtain information about the teachers themselves: age, sex, years of teaching experience, major teaching area, portion of the teaching day spent in instructing in that major subject area, and years of professional preparation.
- (9) To obtain information about each school library in the study: personnel, facilities, materials, organization, services, and operation.
- (10) To ascertain the extent of the librarian's involvement in the total school program.

The foregoing objectives were the basis for the design of the data-gathering instruments.

III. TYPE OF STUDY

Because the purpose of this study was to gain an accurate description of presently-held attitudes of senior high school teachers towards the school library, it was decided to use the survey type of study.

. . . while the survey approach to problem-solving is not essentially forward-looking in and of itself, it may indeed perform an important function in providing pertinent evidence for persons who are forward-looking.¹

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, 1954), p. 554.

III. MEANS OF COLLECTING DATA

Examination of the possible means of collecting data resulted in the decision to use the questionnaire method. Reasons for the decision were as follows:

- (1) The questionnaire allowed the collection of a wide range of data by a single type of device.
- (2) Much of the data could not be collected by observation alone.
- (3) The time required by the interview method was prohibitory.
- (4) Because of the greater time required by the observation and/or interview methods, use of the questionnaire method permitted a broader sampling in the time available.
- (5) The type of information sought could be obtained satisfactorily by means of questionnaires.

IV. DESIGNING THE QUESTIONNAIRES

To collect the data for this study, two questionnaires were designed: one for teachers (specific objectives 1 to 8) and one for librarians (specific objectives 9 and 10).

Teacher questionnaire. Questions of a purely factual nature (questions 1 to 9, inclusive, and question 12; Appendix A, page 164) were structured because of the ease of answering and of tabulation of replies, and because this type of question was adequate for securing the type of information sought.

Four questions (numbers 39, 47, 50, 51) were of the supply type because of the very wide range of response possible, and because a

structured question might suggest a reply not otherwise given, or it might distort the response.

The remainder of the questions were a combination of the structured and the supply, or open-end, type. This type of question was judged most suitable for the following reasons:

- (1) The mode of response to a structured question allows results to be tallied readily.
- (2) Related literature and studies provided the classification of practices and attitudes.
- (3) The opportunity for comment on his practices and opinions would allow the respondent to qualify or amplify his reply.
- (4) The combination type of question allows a qualitative as well as a quantitative treatment of the data.
- (5) Although the use of multiple-response questions made for a lengthy questionnaire in terms of number of pages, it shortened the time respondents required to complete the instrument.
- (6) The investigator, recognizing that a structured question may tempt the respondent to make what might seem to be a more desirable response, designed the questionnaire to reveal inconsistencies.

The questions were grouped in sections, not by subject matter, but by type of question and response, thus decreasing the amount of time required by the respondent in completing the questionnaire.

Library questionnaire. This instrument was necessary for two reasons:

- (1) It obtained answers to questions about school enrolment, staff size, use of library as a study hall, library staff, library hours and facilities, selection policy, and library involvement in curriculum from one person at each school, making unnecessary the inclusion of such questions in the teacher questionnaire.
- (2) It was necessary to obtain accurate information about library contents, catalogue, and policy, so that the investigator could assess the state of teachers' library knowledge.

Only the question asking the librarian for self-evaluation of his or her success in orienting teachers and administrators (Item VII, Appendix B) asked for comment. However, comment on any item of the questionnaire was welcomed. All other items sought purely factual information about the library collection, operation, organization, facilities, services and personnel.

Testing the questionnaires. A pilot study in May, 1967, first tested the ability of the two questionnaires to achieve the specific objectives (pages 52 - 3). Involved were thirty-six teachers in senior high schools in small centres adjacent to the city of Edmonton. All major subject areas were represented. Respondents were asked also to evaluate and criticize the questionnaire. On the basis of the analysis of responses, criticisms, and suggestions made by participating teachers, a number of revisions were made; ambiguities were

removed, and the questionnaires shortened. A copy of the final form of the teacher questionnaire and of the library questionnaire appear in Appendix A and Appendix B, respectively.

V. SELECTING THE STUDY POPULATION

To obtain data indicative of attitudes of all teachers, schools rather than individual teachers were selected. All faculty members of each school, except librarians and principals who did no teaching, were included in the teacher survey in the endeavour to secure representation from all subject areas.

The eight schools (designated in this study as Schools A, B, C, D, E, F, G, H, respectively) were selected as being representative of small to medium-sized senior high schools exclusive of those in large urban centres and in very small rural centres. Enrolments ranged from approximately 300 to over 1100. Schools A and B were part of the same school system; each of the other schools was the largest senior high school within its system.

Schools A, B, C, and D were each a part of the public school system in a small urban centre; schools E, F, G, and H were public senior high schools resulting from varying degrees of centralization in Alberta counties.

School A was vocational; school E academic. The other six schools were classed as composite from the standpoint of programs offered.

Table I, page 61, summarizes the size of school, the study population, and the number and percentage of respondents.

VI. COLLECTING THE DATA

In June, 1967, the investigator delivered the questionnaires to each of the eight schools selected. A covering letter explaining the purpose of the study was attached to each questionnaire. Nevertheless, believing that personal contact would increase the possibility of response, the investigator endeavoured to secure permission to speak to the teachers in each school to explain the purpose of the study, to ask cooperation, and to distribute the questionnaires personally. This permission was not obtained in schools A, B, and D. In each of these schools the principal preferred to distribute the questionnaires, explain their purpose, and ask his staff for cooperation.

On subsequent agreed-upon dates, the investigator again visited each school to collect the completed questionnaires; in the case of schools A, B, C, and D, a third visit was made to collect any previously uncompleted forms. This third visit was fruitless.

Final returns were 156 completed questionnaires from 70.27 per cent of the 222 teachers in the sample. Subsequent examination of the responses showed that two were unusable (less than half the questions were answered); therefore, the results of this study were based upon 154 returns, or 69.37 per cent of the population surveyed.

The percentage of returns ranged from 46.3 per cent from school B to 100 per cent from each of the four schools E, F, G, and H (Table I, page 61). Such divergence of response does not support any assumption that those responding were truly representative of the total study population.

During the first visit to each school, the librarian questionnaire was completed by means of personal interview with the librarian and by the investigator's own examination of the library and contents. Full cooperation was received from each librarian. Figures on school enrolment, faculty size, and type of school were verified in an interview with the principal in each school.

VII. TREATMENT OF THE DATA

All data obtained from the questionnaires have been organized in tabular form. The more important tables have been included in the body of the thesis where pertinent; less important data have been placed in Appendix C.

Mechanical means were used to assist in the compilation and analysis of the data.

Treatment of the data is of two kinds:

- (1) Descriptive. The data have been summarized and analyzed in an effort to reveal clearly teacher characteristics and teacher attitudes towards the role and function of the school library in each of the eight areas of the problem revealed by the literature (page 37).
- (2) Interpretive. Analysis of the data has attempted to identify factors contributing to or explaining those attitudes. Teacher age, sex, length of teaching experience, major teaching area, and professional preparation have been used as variants.

It is to be noted that all data for this study were gathered in June, 1967 and pertain to the school year 1966-67. Therefore, all conclusions and generalizations, unless otherwise stated, relate to that school year.

VIII. TREATMENT OF DATA FROM RELATED STUDIES

The obstacles to making comparisons between data from the related studies and data from this study were recognized (page 12). However, where comparison was feasible, the relevant data have been included in pertinent and appropriate sections of the chapters which follow.

TABLE I

SUMMARY OF SCHOOL SIZE AND DISTRIBUTION
OF RESPONDENTS BY SCHOOL

SCHOOL	ENROLMENT	LIBRARIANS		TEACHERS		RETURNS
		Number	Respondents	Number	Respondents	Percentage
(1)	(2)	(3)	(4)	(5)	(6)	(7)
A	348	1	1	31	22	70.97
B	1,170	1	1	54	25	46.3
C	502	1	1	31	18	58.06
D	533	1	1	34	19	55.88
E	350	1	1	14	14	100.0
F	275	1	1	12	12	100.0
G	450	1	1	25	25	100.0
H	395	1	1	21	21	100.0
All schools		8	8	222	156*	70.27*

*From each of schools A and B there was one unusable return (less than one-half of questions answered). Therefore the number of usable returns was only 154, or 69.37 per cent of the study population.

CHAPTER IV

THE TEACHERS

In this chapter, the Alberta senior high school teachers responding to the questionnaire are described with respect to their age, sex, years of teaching experience, major teaching area, portion of the school day spent in instructing in that subject area, and professional preparation.

I. AGE, SEX, AND TEACHING EXPERIENCE

Age. Although the greatest number (11, or 31.43 per cent) of all female respondents fell into the 40 to 49 age group, the mode for all respondents, male and female, was the 30 to 39 age group. Table II shows that 44, or 28.57 per cent, of all respondents fell into this category, the median age being 37.91 years.

Sex. Table II also shows that the 118 male teachers, 77.27 per cent of respondents, outnumbered by more than three to one the 35 female teachers reporting (22.73 per cent of all respondents). One teacher did not answer the question.

Teaching experience. The distribution of respondents by length of teaching experience, including the 1966-67 year, is shown in Table III, page 64. The mode was the 10 to 19 year interval (36, or 23.37 per cent of all respondents). An almost equal number (35, or 22.73 per cent) fell into the 2 to 4 year interval. A better average is the median,

TABLE II
DISTRIBUTION OF RESPONDENTS BY AGE AND SEX

Age group (1)	Number in group (2)	Sex (3)	Number (4)	Percentage (5)	% of all respondents-- By sex (6) By age group (7)	
Under 25	13	M	7	5.93	4.58	8.6
		F	6	17.14	3.92	
25 - 29	28	M	26	22.03	16.99	18.3
		F	2	5.71	1.31	
30 - 39	44	M	39	33.05	25.49	28.76
		F	5	14.29	3.27	
40 - 49	36	M	25	21.19	16.34	23.53
		F	11	31.43	7.19	
50 - 59	25	M	16	13.56	10.46	16.34
		F	9	25.71	5.88	
60 & up	7	M	5	4.24	3.26	4.57
		F	2	5.71	1.31	
All groups**	153*	M	118	100.0	77.12	100.0
		F	35	100.0	22.88	

*One not reporting.

**MEDIAN AGE--Male respondents = 36.42 years
 Female respondents = 45.05 years
 All respondents = 37.91 years

TABLE III

DISTRIBUTION OF RESPONDENTS
BY YEARS OF TEACHING EXPERIENCE

YEARS OF EXPERIENCE	RESPONDENTS	
	Number	Percentage
(1)	(2)	(3)
1 year	15	9.74
2 - 4 years	35	22.73
5 - 9 years	33	21.43
10 - 19 years	36	23.37
20 - 29 years	20	12.99
30 or more yrs.	14	9.09
Not reporting	1	.65
TOTAL	154	100.0

8.59 years, almost the same as the 8.6 median years of teaching experience of all Alberta teachers in 1966-67.¹

II. MAJOR TEACHING AREA

Most numerous among those responding were teachers of English (22), science (21), social studies (21), and vocational education (22). No teachers of music and only one teacher of art responded. Table IV (Columns 8 and 9) shows the distribution of respondents by subject area of instruction.

Portion of school day spent in area of specialty. A very large majority (139, or 92.05 per cent) of respondents indicated that they spent at least half the teaching day in their area of specialty. Only twelve, or 7.95 per cent, reported that they spent less than half their teaching time in their major teaching subject area. Table XXXVI (Appendix C, page 177) indicates the foregoing distribution.

III. PROFESSIONAL PREPARATION

Almost half, 49 per cent, of the 154 teachers responding to the questionnaire held at least one undergraduate degree. Another 42, or 29 per cent, had completed some graduate work; seventeen of these held a Master's degree or better. More than one-fifth (34, or 22.22 per cent) of respondents lacked a degree. The vocational education field had the largest number of teachers without a degree (17). This phenomenon can

¹J.E. Wicks and T.F. Rieger, The Alberta Teaching Force, September, 1966 (Edmonton: The Alberta Teachers' Association, March, 1967), p. 22.

TABLE IV

DISTRIBUTION OF RESPONDENTS
BY
UNIVERSITY EDUCATION AND MAJOR TEACHING AREA

Area (1)	2 yrs. (2)	3 yrs. (3)	Under- grad Degree (4)	Graduate work (5)	Master's (6)	Beyond Master's (7)	Total	
							Number (8)	Percentage (9)
Art. . . .					1		1	.65
Business								
Education	2	7	6	1	1		17	11.11
English. .		1	14	5	2		22	14.38
Foreign								
Languages			6	2	1		9	5.88
Household								
Economics			3	2	1		6	3.92
Industrial								
Arts . .		2	2				4	2.61
Mathe-								
matics		2	10	2	3		17	11.11
Physical								
Education			6	1			7	4.58
Music							0	
Science	1	1	14	4	1		21	13.73
Social								
Studies .		1	9	7	4		21	13.73
Counsel-								
ling .				2	1	1	4	2.61
Vocational								
Education	11	6	4	1			22	14.38
Other . .			1		1		2	1.31
No.	14	20	75	27	16	1	153*	100.0
TOTAL								
Percentage	9.15	13.07	49.02	17.65	10.46	.65		100.0

*One not reporting.

be explained, at least in part, by the fact that vocational education in Alberta is in its infancy, comparatively speaking; teachers in this field have not yet had time to achieve the level of professional education reached by those teachers in the long-established academic fields. Table IV, page 66, summarizes the responses to the question about years of professional preparation.

With the growing importance of the school library, it is logical that teachers should be prepared to broaden their classroom instruction through the use of the library facilities, materials, and services. Yet Table VI (page 70) reveals that during their professional preparation only eight respondents (5.23 per cent) received, as a requisite part of that professional preparation, instruction in the role and function of the school library. For another fifty, or 32.68 per cent, the topic was treated incidentally in some courses. The majority, 95 (62.0 per cent), received no such instruction. Sisko, in his 1964 survey, found that eight per cent of senior high school teachers sampled had received this instruction as a requisite part of teacher education.² In the 1958 NEA study reviewed in Chapter II (page 23) it was found that one-quarter of respondents had been given such instruction. The evidence would indicate, then, that the teachers in the present study were more inadequately prepared to integrate the school library and classroom instruction than were those in the ten-year-old NEA study or those in the Sisko study.

Courses in library science and in audiovisual instruction can provide some help in understanding the place of materials in instruction

²George Edward Sisko, "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools" (unpublished Master's thesis, University of Alberta, 1967), p. 135.

and learning. Table V, page 69, recording the number and percentage of teachers in each instructional area who had taken a course or courses in library science and/or audiovisual instruction, reveals that less than two per cent of teachers sampled reported courses in both fields. Five more (3.27 per cent) reported at least one course in library science; a larger group, 48 (31.37 per cent), indicated that they had standing in at least one course in audiovisual instruction. However, again it was seen that the majority, 63.4 per cent, of respondents could not report a course in either of the fields of library science or audiovisual instruction.

Table VI (page 70) reveals that teachers of English showed the highest percentage of their numbers with library education either as a requisite part of professional preparation or incidentally treated in some courses (Column 8).

VI. SUMMARY

Examination of the tables summarizing the data on characteristics of the respondents in this study reveals that the typical teacher completing the questionnaire was male, almost thirty-eight years of age, teaching at least half of his school day in one of the fields of English, social studies, science, or vocational education. He had had more than eight but fewer than nine years of teaching experience, and held at least one undergraduate degree. Instruction in the role and function of the school library was not a part of his professional preparation, nor did his university years include any course work in library science or audiovisual instruction.

TABLE V

NUMBER AND PERCENTAGE OF TEACHERS IN EACH MAJOR TEACHING AREA
REPORTING COURSE(S) IN LIBRARY SCIENCE AND/OR AUDIOVISUAL INSTRUCTION

Subject Area	Number Reporting			Total of Cols. 2, 3, 4		Respondents Reporting neither library science nor Audiovisual courses	
	Library Science	AV Course work	Library and AV				
	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Art				0	0	1	100.0
Business							
Education		1		1	6.25	16	93.75
English	2	5	2	9	40.9	13	59.1
Foreign							
Languages	1	3		4	44.44	5	55.56
Household							
Economics	1	2		3	50.0	3	50.0
Industrial							
Arts		2		2	50.0	2	50.0
Mathe-							
matics		6	1	7	41.18	10	58.82
Physical							
Education		2		2	28.57	5	71.43
Science		8		8	38.1	13	61.9
Social							
Studies	1	8		9	42.86	12	57.14
Counsel-							
ling		3		3	75.0	1	25.0
Vocational							
Education		8		8	36.36	14	63.64
Other				0		2	100.0
TOTAL**	5	48	3	56	36.6	97	63.4
	(3.27%)*		(1.96%)*				
		(31.37%)*					

*3.27 per cent of respondents reported course(s) in library science; 31.37 per cent reported course(s) in audiovisual instruction; 1.96 per cent reported courses in both library science and audiovisual instruction.

**One teacher not reporting.

TABLE VI

NUMBER AND PERCENTAGE OF RESPONDENTS IN EACH MAJOR TEACHING AREA
REPORTING LIBRARY EDUCATION AS PART OF
PROFESSIONAL PREPARATION

Major Teaching Area	LIBRARY				EDUCATION		TOTAL (cols. 5 & 7)
	not part of professional preparation		incidentally treated in some courses		required part of prof. preparation		
	No.	%	No.	%	No.	%	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Art	1	100.0	--	--	--	--	--
Business Education	10	58.82	7	41.18	--	--	41.18
English	9	40.91	10	45.45	3	13.64	59.09
Foreign Languages	5	55.56	4	44.44	--	--	44.44
Household Economics	4	66.67	1	16.67	1	16.67	33.33
Industrial Arts	4	100.0	--	--	--	--	--
Mathematics	13	76.47	4	23.53	--	--	23.53
Physical Education	4	57.14	3	42.86	--	--	42.86
Science	14	66.67	7	33.33	--	--	33.33
Social Studies	12	57.14	5	23.81	4	19.05	42.86
Counseling	2	50.0	2	50.0	--	--	50.0
Vocational Education	15	68.18	7	31.82	--	--	31.82
Other	2	100.0	--	--	--	--	--
*All respondents	95	62.09	50	32.68	8	5.23	37.91

*One respondent not reporting.

CHAPTER V

TEACHERS' KNOWLEDGE OF LIBRARY FUNDAMENTALS

It is logical to assume that knowledge of an agency is a determinant of attitude towards that agency. Logically, too, one can assume that unless the teacher knows the contents, organization, services, and operation of his school's library, and possesses the basic library skills, that teacher cannot use that library effectively or play a decisive role in developing student use of that library. Similarly, one can assume that lack of library knowledge and skills will interfere with the teacher's integrating classroom work with the library. This chapter discusses respondents' reported knowledge of library fundamentals in four sections: concept of modern school library collections, knowledge of their school library, library skills, and attitude toward use of the Dewey Decimal Classification system. Section V summarizes the data.

I. CONCEPT OF MODERN SCHOOL LIBRARY COLLECTIONS

The modern school library collection consists of a full range of both print and non-print materials--books, disc and tape recordings, pictures, maps, charts, pamphlets, periodicals, films, 16mm films, 8mm single-concept films, filmstrips, slides, transparencies, microfilm, models, dioramas, realia--all materials which can facilitate learning.¹

¹Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967), p. 3.

The responses to the question designed to ascertain to what extent the senior high school teachers sampled held the above-stated concept are summarized in Table VII, page 74. Only forty-eight teachers (32.21 per cent) indicated that they were aware that the modern school library should hold a full range of both print and non-print materials. Nearly 68 per cent still thought of the library as holding only print materials. Table VII reveals that the modern library concept was most common among teachers of English: 62 per cent of this group held that concept.

It could be expected that instruction in the role and function of the school library would include information about the types of materials expected to be in that library. Table IX, page 76, supports the contention that instruction in the role and function of the school library in the total school program is a predictor of awareness of the correct concept of the modern school library collection.

Similarly, it could be expected that courses in library science and/or audiovisual instruction would increase teachers' awareness of the kinds of materials to be included in a modern school library collection. Data do not support that expectation (Table VIII, page 75).

II. KNOWLEDGE OF THEIR SCHOOL LIBRARY

Knowledge of the card catalogue. If a school library is to provide maximum service to students and teachers, an essential library key is a good card catalogue. Knowledge of it is fundamental to library usage. Table X, page 77, shows the state of respondents' knowledge of the cataloguing of the materials in their schools. Approximately 64 per cent (95 teachers) knew that their library collections were catalogued by

subject, author, and title. Almost 17 per cent admitted lack of knowledge; a slightly larger proportion, 18.79 per cent, thought they knew but were incorrect.

Knowledge of library collection. It is highly improbable that a teacher will plan to use materials he does not know are available to him. The question designed to ascertain each respondent's knowledge of what materials his school library collection contained listed nine titles of reference and periodical materials commonly found in good senior high school libraries and representative of materials useful to all subject fields included in this study (Item 12, page 165). Whether each title was available in the library of each school was learned by means of the library questionnaire. If the respondent was correct on at least five of the nine titles, he was classed as having knowledge of his library's contents.

A large majority of respondents (70.78 per cent) revealed that they did not know their library's contents; another 7.14 per cent admitted they did not know (Table X, b, page 77).

Although only a little more than one-fifth of respondents could be regarded as having reasonable knowledge of school library contents, an overwhelming number of them reported that they rated highly the need for a teacher to have full knowledge of his library's holdings, at least in his subject specialization (Table XI, page 77). The one person who disagreed contended that it was the librarian's, not the teacher's, duty to gain such knowledge.

Knowledge of policy statement. Of great value to a school is a written statement of policy and procedures for the selection and purchase of library materials, especially if it has been developed and

TABLE VII

DISTRIBUTION OF RESPONDENTS BY THEIR CONCEPT OF A SCHOOL
LIBRARY COLLECTION AND BY MAJOR TEACHING AREA

Major Teaching Area	Believe Library Collection Should Contain			
	Print materials		Print & non-print materials	
	Number	percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Art	--	--	1	100.0
Business Education	10	62.5	6	37.5
English	8	38.1	13	61.9
Foreign Languages	8	88.89	1	11.11
Household Economics	4	66.67	2	33.33
Industrial Arts	2	50.0	2	50.0
Mathematics	12	70.59	5	29.41
Physical Education	6	85.71	1	14.29
Science	15	78.95	4	21.05
Social Studies	13	61.9	8	38.1
Counselling	3	75.0	1	25.0
Vocational Education	18	81.82	4	18.18
Other	2	100.0	--	--
TOTAL*	101	67.79	48	32.21

*Five not reporting.

TABLE VIII

NUMBER AND PERCENTAGE OF RESPONDENTS REPORTING THEIR CONCEPT OF A
SCHOOL LIBRARY COLLECTION BY COURSES IN LIBRARY SCIENCE
AND/OR AUDIOVISUAL INSTRUCTION

Course(s)		Library materials should be			TOTAL
		Books, pam- phlets, and periodicals	Full range of print materials	Full range of print & non- print mat'ls	
(1)	(2)	(3)	(4)	(5)	(6)
Library science	No. %	3 60.0	1 20.0	1 20.0	5 100.0
AV instruction	No. %	24 51.06	7 14.9	16 34.04	47 100.0
Both	No. %	-- --	1 33.33	2 66.67	3 100.0
Neither	No. %	56 59.58	9 9.57	29 30.85	94 100.0
All respondents*	No. %	83 55.7	18 12.08	48 32.22	149 100.0

*Five not reporting.

TABLE IX

DISTRIBUTION OF RESPONDENTS BY THEIR CONCEPT OF A SCHOOL LIBRARY
COLLECTION AND BY INSTRUCTION IN THE ROLE
AND FUNCTION OF SCHOOL LIBRARY

Instruction in role & function of the school library	Believe Library Collection Should Be			
	Print materials		Print & non-print materials	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Not part of professional preparation	66	71.74	26	28.26
Incidentally treated in some courses	31	63.27	18	36.73
A required part of professional preparation	4	50.0	4	50.0
All respondents*	101	67.79	48	32.21

*Five not reporting.

(A comparison of columns 2 and 4, or of columns 3 and 5, indicates that increase in the proportion of respondents holding correct concept bears a positive relationship to increase in instruction in the role and function of the school library.)

TABLE X

DISTRIBUTION OF RESPONDENTS REPORTING KNOWLEDGE OF THEIR SCHOOL LIBRARY

Question (1)	Knew		Admitted not knowing		Thought they knew, but did not		TOTAL	
	No. (2)	% (3)	No. (4)	% (5)	No. (6)	% (7)	No. (8)	% (9)
a. How library collection catalogued	95	63.76	26	17.45	28	18.79	149*	100.0
b. What is in the library collection**	34	22.08	11	7.14	109	70.78	154	100.0
c. Does school have written statement of policy	31	20.53	62	41.06	58	38.41	151*	100.0

*Five not reporting. *Three not reporting.

**If respondent was correct on at least 5 of the 9 publications listed in question 12 (Appendix A), he was classed as 'knowing' his school library's contents.

TABLE XI

DISTRIBUTION OF RESPONDENTS REPORTING NEED FOR THEIR FULL KNOWLEDGE OF LIBRARY'S HOLDINGS IN SUBJECT SPECIALIZATION

Attitude (1)	Number (2)	Percentage (3)
Agreed strongly	108	70.13
Agreed, but with some reservations	45	29.22
Disagreed	1	.65
TOTAL	154	100.0

enunciated as a result of full-staff discussion of the educational importance to young people of the rights to read, to listen, to view, and to inquire; of the problem of censorship, and of the objectives and criteria of selection. Slightly more than 41 per cent of the teachers stated that they did not know whether such a policy statement existed; 21 per cent said it did not exist; 38.41 per cent believed that their school had enunciated a policy statement (Table X, c, page 77). Data from the library questionnaire revealed that seven of the eight librarians stated that their school had no such statement; the eighth reported that if such a policy enunciation existed she was not aware of it. In an interview with the principal of that eighth school, the investigator learned that the school had no written statement of policy and procedures for materials selection.

The above evidence of lack of knowledge of a policy statement is consistent with data obtained from answers to the open-end question requesting the teacher to name the authority responsible for final approval of materials he recommends for school library purchase. Table XII summarizes these data. The wide divergence of response suggests a general uncertainty about the placement of responsibility for final approval of selections. The author's interviews with the librarian and the principal in each school gained information that in all schools except schools D and E the principal held this responsibility. In school D the superintendent, and in school E the assistant-superintendent, held this authority.

TABLE XII

PERCENTAGE OF RESPONDENTS REPORTING AUTHORITY RESPONSIBLE FOR FINAL
APPROVAL OF MATERIALS RECOMMENDED FOR SCHOOL LIBRARY PURCHASE

Authority named by Respondent (1)	SCHOOL								Total Reporting	
	A (2)	B (3)	C (4)	D (5)	E (6)	F (7)	G (8)	H (9)	No. (10)	% (11)
Principal . . .	26.32	4.35	22.22	5.26	21.43	33.33	8.7	47.06	27	19.01
School Board .	15.79	17.39	16.67	26.32	--	--	34.78	5.88	24	16.9
Superintendent	5.26	4.35	5.56	63.16	21.43	11.11	4.34	11.77	21	14.79
Librarian . . .	5.26	39.13	5.56	--	--	11.11	--	--	12	8.45
Teacher	5.26	--	5.56	5.26	--	--	13.04	--	6	4.23
School Bd. Office . .	10.53	--	--	--	--	--	--	--	2	1.41
Dept. Head . .	--	13.04	11.11	--	16.67	--	--	--	6	4.23
Asst. Principal	--	--	16.67	--	--	--	4.35	--	4	2.82
Principal and Librarian . .	--	--	--	--	7.14	--	4.35	--	2	1.41
Principal and Board	5.26	--	--	--	7.14	--	8.7	5.88	5	3.52
Library Consultant .	10.52	4.35	--	--	--	--	--	--	3	2.11
Regional Li- brary Board	--	--	--	--	--	--	8.7	--	2	1.41
Principal and Teachers . .	--	--	--	5.26	7.14	--	--	--	2	1.41
Library Committee .	--	--	--	--	7.14	--	--	--	1	.7
Teacher and Librarian .	--	--	--	--	7.14	11.11	--	--	2	1.41
Principal and Superintendent	--	--	5.55	--	7.15	--	--	--	2	1.41
Librarian, prin. and Supt. .	--	--	5.55	--	7.15	--	--	--	2	1.41
Librarian, prin. & Consultant	5.26	--	--	--	--	--	--	--	1	.7
None needed . .	--	4.35	--	--	--	--	--	--	1	.7
Do not know . .	10.53	13.04	5.55	--	--	33.33	13.04	29.41	17	11.97
TOTAL %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Number report- ing	19	23	18	19	14	9	23	17	142	
Not reporting	2	1	0	0	0	3	2	4	12	
TOTAL NO.	21	24	18	19	14	12	25	21	154	

III. LIBRARY SKILLS

Each school in the study had a centralized library. However, the mere presence of a library, or a few guided tours or library lessons, will not mean development of students' library skills. It is false to assume that telling a student something about the library will result in any real interest in the library and how to use it. Equally false are the twin assumptions that (a) a unit in a specific course of study can provide the necessary training and practice to build good library skills, and (b) that the librarian has the sole responsibility for ensuring that students become skilled library users. Teachers and librarians must work together to plan and carry out a carefully thought-out program designed both to foster the students' desire and to provide opportunities to develop their library skills.

A large majority of teachers (85.43 per cent) reported that they believed that full training in the use of library resources should be a part of each student's education. Another 5.3 per cent were uncertain (Table XIII, page 82). The percentage of respondents believing that library skills are essential to all students was high in every subject area. The major reason given by the nine per cent who disagreed was that only some minimal training might be necessary; the other reason offered was that such training was unnecessary if the card catalogue system was clear. Both reasons indicate lack of understanding of the variety and sophistication of library skills required before it can be said that a student knows how to use a library's resources.

Sharing responsibility for the development of students' library skills gained only slightly less acceptance. Among the approximately

one-fifth in opposition (Table XIV, page 83) three reasons for disagreement were expressed:

- (1) It is the librarian's responsibility to develop these skills.
- (2) It is the duty of the English teachers to teach these skills.
- (3) Such responsibility is not applicable to every subject area.

That more than eighty per cent of teachers acknowledged a share in the responsibility for developing students' library skills as part of the educational program makes it important to examine the evidence to see how well prepared the teachers were for the task.

More than 62 per cent of respondents had received, as part of their professional preparation, no instruction in the role and function of the school library (Table VI, page 70). Data in Table X, page 77, show that almost 78 per cent of teachers did not know their library's contents.

It is also important to inquire how well developed are the teachers' own library skills. Table XV, page 84, summarizes responses to three questions designed to reveal the state of development of three basic skills. Knowing how to use the card catalogue is fundamental to library usage. One in three respondents could not show a student how to use that catalogue. The Readers' Guide is a library tool used by all types and ages of people. Perkins found that "more than one out of three could not interpret the entry; almost one out of five did not know the name of the magazine; and over one-half did not know the general subject matter."² In the present study, less than one-third thought they could

²Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals (New York: The Scarecrow Press, 1965), p. 65.

TABLE XIII

NUMBER AND PERCENTAGE OF TEACHERS REPORTING ATTITUDE ON TRAINING IN USE
OF LIBRARY RESOURCES AS PART OF EDUCATION OF ALL STUDENTS,
BY MAJOR TEACHING AREA

Major Teaching Area	Should be part of education of all students		Should not be part of education of all students		Un- cer- tain		Total Reporting	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Art	1	100.0	--	--	--	--	1	100.0
Business Education	14	87.5	2	12.5	--	--	16	100.0
English	20	90.91	1	4.54	1	4.54	22	100.0
Foreign Languages	7	77.78	1	11.11	1	11.11	9	100.0
Household Economics	6	100.0	--	--	--	--	6	100.0
Industrial Arts	4	100.0	--	--	--	--	4	100.0
Mathematics	11	68.75	4	25.0	1	6.25	16	100.0
Physical Education	7	100.0	--	--	--	--	7	100.0
Science	18	85.72	1	4.76	2	9.52	21	100.0
Social Studies	15	71.43	5	23.81	1	4.76	21	100.0
Counselling	3	75.0	1	25.0	--	--	4	100.0
Vocational Education	21	95.46	1	4.54	--	--	22	100.0
Other	2	100.0	--	--	--	--	2	100.0
All respondents*	129	85.43	14	9.27	8	5.3	151	100.0

*Three not reporting.

TABLE XIV

NUMBER AND PERCENTAGE OF TEACHERS REPORTING RESPONSIBILITY
FOR FOSTERING DEVELOPMENT OF STUDENTS' LIBRARY SKILLS,
BY MAJOR TEACHING AREA

Major Teaching Area	Have personal responsibility		Have no personal responsibility		Total Reporting	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Art	1	100.0	--	--	1	100.0
Business Education	14	82.35	3	17.65	17	100.0
English	21	95.46	1	4.54	22	100.0
Foreign Languages	6	66.67	3	33.33	9	100.0
Household Economics	4	66.67	2	33.33	6	100.0
Industrial Arts	4	100.0	--	--	4	100.0
Mathematics	13	76.47	4	23.53	17	100.0
Physical Education	4	57.14	3	42.86	7	100.0
Science	15	71.43	6	28.57	21	100.0
Social Studies	18	90.0	2	10.0	20	100.0
Counselling	3	100.0	--	--	3	100.0
Vocational Education	17	77.27	5	22.73	22	100.0
Other	1	50.0	1	50.0	2	100.0
All respondents*	121	80.13	30	19.87	151	100.0

*Three not reporting.

TABLE XV

NUMBER AND PERCENTAGE OF RESPONDENTS REPORTING LIBRARY SKILLS

SKILL	Yes, could demonstrate		No, could not demonstrate		Uncertain		Total Reporting	
	Number	Percent	Number	Percent	Number	Percent	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Use of the card catalogue	106	68.03	22	14.29	26	16.88	154	100.0
Use of the Readers' Guide	48	32.65	55	37.42	44	29.93	147*	100.0
Knowledge of Dewey numbers for subject specialization	41	27.89	72	48.98	34	23.13	147*	100.0

*Seven not reporting.

demonstrate the use of the Readers' Guide. Even fewer, only 41 (27.89 per cent) stated that they knew the Dewey Decimal Classification numbers for their subject specialization. Familiarity with the category of his major field of study must bear a close relation to a teacher's success in discharging his responsibility to help develop students' library skills.

It must be noted that the nature of this study dictated the acceptance of teachers' 'yes' or 'no' responses. Exact determination of teachers' knowledge of library fundamentals requires a very detailed study, a subject for further research.

The summary of data on teachers' library knowledge and skills in Table XVI does not show that in any major teaching area teachers with knowledge and skills consistently outnumbered those without such abilities. That English teachers should rank highest (70 per cent) was to be expected; library information is part of the high school English curriculum. Teachers of social studies ranked a fairly close second. In general, the evidence shows that knowledge of library fundamentals is weakest in three areas: knowledge of the library's holdings, skill in the use of the Readers' Guide, and familiarity with the Dewey numbers in teacher's area of specialization.

Nor is there any definite correlation apparent between teachers' library knowledge and skills and their age, sex, or years of teaching experience (Tables XXXVII, XXXVIII, pages 178-9). However, knowledge of library fundamentals appeared to increase with level of university education until Master's level was passed (Table XXXIX, page 180).

Table XVII (page 87) reveals that, generally, the percentage of teachers with knowledge of library fundamentals increases with the

TABLE XVI

DISTRIBUTION OF RESPONDENTS' LIBRARY KNOWLEDGE AND SKILLS,
BY MAJOR TEACHING AREA

Teaching Area	*	Knowledge of how library catalogued		Knowledge of library's contents		Skill in use of card catalogue		Skill in use of Readers' Guide		Skill in use of Dewey numbers		All knowledge and skills	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Art	Y	1	100.0	--	--	--	--	--	--	--	--	1	20.0
	N	--	--	1	100.0	1	100.0	1	100.0	1	100.0	4	80.0
Business Education	Y	9	56.25	2	11.76	12	70.59	1	6.67	5	31.25	29	35.8
	N	7	43.75	15	88.24	5	29.41	14	93.33	11	68.75	52	64.2
English	Y	18	90.92	8	36.36	22	100.0	17	77.27	12	54.55	77	70.0
	N	4	9.08	14	63.64	--	--	5	22.73	10	45.45	33	30.0
Foreign Languages	Y	7	77.78	2	22.22	7	77.78	4	44.44	2	22.22	22	48.89
	N	2	22.22	7	77.78	2	22.22	5	55.56	7	77.78	23	51.11
Household Economics	Y	3	50.0	1	16.67	3	50.0	1	16.67	--	--	8	26.67
	N	3	50.0	5	83.33	3	50.0	5	83.33	6	100.0	22	73.33
Industrial Arts	Y	4	100.0	--	--	2	50.0	--	--	1	25.0	7	35.0
	N	--	--	4	100.0	2	50.0	4	100.0	3	75.0	13	65.0
Mathematics	Y	10	58.82	4	23.53	9	52.94	--	--	3	18.75	26	31.33
	N	7	41.18	13	76.47	8	47.06	16	100.0	13	81.25	57	68.67
Physical Education	Y	4	66.67	2	28.57	5	71.43	1	14.29	1	14.29	13	38.24
	N	2	33.33	5	71.43	2	28.57	6	85.71	6	85.71	21	61.76
Science	Y	12	57.14	2	9.52	16	76.19	6	30.0	4	19.05	40	38.46
	N	9	42.86	19	90.48	5	23.81	14	70.0	17	81.95	64	61.54
Social Studies	Y	18	85.71	8	38.1	17	81.95	15	75.0	10	52.63	68	66.67
	N	3	14.29	13	61.9	4	19.05	5	25.0	9	47.37	34	33.33
Counseling	Y	--	--	1	25.0	2	50.0	--	--	--	--	3	15.0
	N	4	100.0	3	75.0	2	50.0	4	100.0	4	100.0	17	85.0
Vocational Education	Y	8	40.0	4	9.08	9	40.91	2	10.0	2	10.53	25	24.27
	N	12	60.0	18	90.92	13	59.09	18	90.0	17	89.47	78	75.73
Other	Y	1	50.0	--	--	1	50.0	--	--	--	--	2	20.0
	N	1	50.0	2	100.0	1	50.0	2	100.0	2	100.0	8	80.0
All respondents*	Y	95	63.76	34	22.22	105	68.63	47	32.19	40	27.4	321	42.97
	N	54	36.24	119	77.78	48	31.37	99	67.81	106	72.6	426	57.03
Reporting		149		153		153		146		146			
Not re- porting		5		1		1		8		8			

*Note number not reporting.

*Y = Yes, respondent had this knowledge or ability; N = No, respondent did not have this knowledge or ability. Respondents reporting 'no' or 'uncertain' (Table XV, page 84) were grouped here under 'No'.

TABLE XVII

DISTRIBUTION OF RESPONDENTS BY INSTRUCTION IN ROLE AND FUNCTION OF SCHOOL LIBRARY
AND BY LIBRARY KNOWLEDGE AND SKILLS

Instruction in * role, function of library	Y N	Knowledge of how library contents catalogued				Ability to show use of catalogue				Ability to show use of Readers Guide				Ability to give subject area Dewey nos.				All abilities	
		No. (3)	% (4)	No. (5)	% (6)	No. (7)	% (8)	No. (9)	% (10)	No. (11)	% (12)	No. (13)	% (14)						
(1)	(2)																		
Not part of professional preparation	Y	60	64.52	16	16.84	56	58.95	24	26.67	21	23.08	177	38.15						
	N	33	35.48	79	83.16	39	41.05	66	73.33	70	76.92	287	61.85						
Incidentally treated in some courses	Y	30	62.5	13	26.0	41	82.0	16	33.33	14	29.79	114	46.91						
	N	18	37.5	37	74.0	9	18.0	32	66.67	33	70.21	129	53.09						
Required part of profession- al preparation	Y	5	62.5	5	62.5	8	100.0	7	87.5	5	62.5	30	75.0						
	N	3	37.5	3	37.5	--	--	1	12.5	3	37.5	10	25.0						
All groups	Y	95	63.76	34	22.22	105	68.63	47	32.19	40	27.4	321	42.97						
	N	54	36.24	119	77.78	48	31.37	99	67.81	106	72.6	426	57.03						
Total		149	100.0	153	100.0	153	100.0	146	100.0	146	100.0	747	100.0						
Not reporting		5		1		1		8		8		23							

*Y = Yes, respondent had this knowledge or ability; N = No, respondent did not have this knowledge or ability. Respondents reporting 'no' or 'uncertain' (Table XV, page 84) are grouped here under 'No'.

degree of library education during professional preparation. The proportion of teachers knowing their library's contents (Column 6) increased from 16.84 per cent, among those who had received no such instruction, to 26.0 per cent, among those for whom library education had been incidentally treated in some courses, and to 62.5 per cent among the eight persons for whom library education had been a required part of professional preparation. Column 8, reflecting skill in the use of the card catalogue, shows an increase from 58.95 per cent to 82 per cent and then to 100 per cent. The proportion of those having skill in the use of the Readers' Guide increased from 26.67 per cent to 87.5 per cent. Conversely, a slight decline is apparent (64.52 per cent to 62.5 per cent) in the proportion of teachers with knowledge of how their school library's materials were catalogued. However, in the knowledge of Dewey numbers, the percentage of teachers with some skill rose from 23.08 per cent to 62.5 per cent.

The significance of the foregoing positive correlation is decreased by the fact that the number of respondents for whom library education was a requisite part of professional preparation is small--only eight. Nevertheless, library education during professional preparation can be regarded as a contributor to improved library knowledge and skills.

IV. ATTITUDE TOWARDS USE OF DEWEY DECIMAL CLASSIFICATION SYSTEM

Closely related to the matter of library skills is the question of teacher attitude toward the use of the Dewey system.

Classification is the grouping of like things; the Dewey system is based on the subject-discipline concept. It is used in almost all public and school libraries on the North American continent; it is

satisfactory for libraries of under 100,000 volumes.

The main qualification for any good classification system for a library is that it make materials readily available to the user. The card catalogue is the main key; it lists each item of the library collection and indicates its location by means of a Dewey number. It is not necessary to have any deep understanding of the general rules of the Dewey system in order to use a library organized by it.

Approval of the use of the Dewey system was expressed by 59.09 per cent of teachers responding, but only English teachers registered a large majority of positive replies, 86.36 per cent (Table XL, page 181). A small group, 3.9 per cent, disapproved; two of the six who did so stated a reason--a preference for other systems: European, or Library of Congress. Of the 56 respondents who held no opinion, nine stated a reason; five of these reported that they were not familiar with the Dewey system. Seven of the teachers who agreed that the Dewey system should be used made comment; they were familiar with the system, it was well known, it was relatively easy to learn, it had the advantage of simplicity over the Library of Congress system, and it was a satisfactory system for the senior high school level.

V. SUMMARY

Analyses in this chapter have revealed that a majority of respondents lacked knowledge of library fundamentals. Evidence did not indicate that a teacher's age, sex, or years of teaching experience were correlated with his library competence. Some correlation did exist, however, between a teacher's level of university education attained and his library knowledge and skills. There were indications, too, that instruction in

the role and function of the school library in the total school program as part of professional preparation bore a positive relationship to the extent to which teachers' concepts of the library were in keeping with modern educational thought. Such instruction also showed a limited positive correlation to the extent and depth of a teacher's knowledge of library fundamentals.

Conversely, there was no evidence that courses in library science or in audiovisual instruction increased the likelihood that a teacher would conceive of the school library collection as containing a full range of both print and non-print materials.

With but one exception, respondents agreed that each teacher should have full knowledge of his school library's holdings in at least the field of his own specialization.

A very large majority of teachers evinced the conviction that development of students' library skills should be a fundamental part of the education of every student. Most of these same teachers felt a personal responsibility for fostering such development.

CHAPTER VI

TEACHERS' ATTITUDES TOWARDS THE ROLE AND IMPORTANCE OF THE SCHOOL LIBRARY

The library as a part of the physical facilities in the schools of Alberta has gained a measure of acceptance.¹ Provision of library quarters indicates that among educators, governments, and the general public, increasing numbers are recognizing the school library's purpose and potential.

Each school in the study had a centralized library; seven of the eight librarians were teachers and had some education in librarianship; five of the eight spent full time in library work. Table XVIII also reveals that only in school B, the largest of the eight, did the librarian have regular secretarial assistance; five librarians had no clerical assistance at all. It must be recognized that these less than adequate staffing conditions affect the library's impact on the school program. It must also be recognized that the quality and quantity of library facilities, personnel, resources, and services are, to some extent, an indication of staff attitudes.

Moreover, whether the school library has become an integral and vital force in the total educational program can be assumed, logically, to be a reflection of teachers' attitudes. A majority of teachers believed in the importance of students building library skills (Chapter V).

¹Friderichsen, op. cit.

TABLE XVIII

LIBRARY PERSONNEL AND LIBRARY USE, BY SCHOOL

Item	S C H O O L									All schools	
	A	B	C	D	E	F	G	H		No.	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		(10)	(11)
a) Centralized library	x	x	x	x	x	x	x	x		8	100.0
b) Librarian:											
Teacher with some library training--											
Full-time	x	x		x		x		x		5	62.5
3/4 -time			x							1	12.5
1/2 -time					x					1	12.5
Other							x			1	12.5*
c) Clerical assistance:											
Secretary--											
Full-time		x								1	12.5
Part-time										0	0.0
Help from school secretary . .								x		1	12.5
Paid student help . .		x						x		2	25.0
None	x		x	x	x	x				5	62.5
d) Library open:											
School hours . .	x	x	x	x		x	x	x		7	87.5
Before school . .		x	x	x	x	x	x	x		7	87.5
After school . .		x	x	x	x		x	x		6	75.0
Lunch hour . .	x	x	x	x	x	x	x	x		8	100.0
Evenings							x			1	12.5**
e) Library used as study-hall:											
All day		x		x			x			3	37.5
Part of day . . .			x							1	12.5
Never	x				x	x		x		4	50.0

*The person in charge of school G library is qualified only as a clerical assistant.

**Irregularly; number of evenings depended upon demand.

Section I of this present chapter discusses respondents' attitudes towards the library's and the librarian's role; Section II deals with evidence revealing the degree of importance teachers attach to school library resources and services. Factors affecting these evaluations are discussed in Section III. What respondents considered the strengths and deficiencies of their school's library is the subject matter of Section IV. Section V summarizes the chapter's findings.

I. ROLE OF LIBRARY AND LIBRARIAN

Availability of the library. Current educational thought implies the necessity of free access to instructional and learning materials. Seven of the eight libraries were open to students before school, six of them after school, and all were accessible during the lunch hour. Students in school G found their library available some evenings (Table XVIII, page 92).

Use of the library space for other than recognized library purposes lessens its usefulness and its contribution by making it unavailable to potential users. Although in seven of the schools the library was open during all school hours, in three of them (schools B, D, and G) it served as a study hall all day. In a fourth school, C, the library was a part-time study hall. However, in the other four schools this problem did not exist.

While 112, 72.73 per cent, of teachers reported their belief that students had ample opportunity to use the library on a voluntary basis, eight (5.19 per cent) did not know, and 34 (22.08 per cent) disagreed (Table XIX, page 95). Of these 34, thirteen believed that much more opportunity was necessary, especially to meet the need of students who,

transported by school bus, could not take advantage of the open library before and after school. Six stated that use of the library as a study hall interfered seriously with availability of its resources and services; four more blamed the regulation requiring signed passes to use the library even during the lunch hour. Three more, in school B, added that its semester system alleviated the difficulty to some extent. Furthermore, it must be assumed that a teacher's conception of the library's role, together with his philosophy of education and his methodology, would determine, at least in part, his interpretation of what constituted 'ample' opportunity to use the library.

Librarian's role. Staff attitudes towards the librarian, by helping or hindering the development of the library program, augment or diminish the library's effect on instruction and learning processes. Several questions were formulated to determine teachers' opinions about the role of the librarian. A summary of responses is contained in Table XX, page 96.

It is important that teachers recognize in the librarian a fellow professional who, in addition to being a qualified teacher, possesses some particular qualifications fitting him for his role. In any school, the status of the school librarian should be that of "other teachers with comparable education, experience, responsibility, and personality."² Furthermore, the library is an agency undergirding every area of the curriculum; the library program must be planned and organized in

²American Association of School Librarians, Standards for School Library Programs (American Library Association, 1960), p. 56.

TABLE XIX

DISTRIBUTION OF RESPONDENTS REPORTING STUDENT ACCESS TO SCHOOL LIBRARY
ON A VOLUNTARY BASIS

Assessment (1)	Number (2)	Percentage (3)
Students have ample opportunity	112	72.73
Students do not have ample opportunity	34*	22.08
Do not know; no opinion	8	5.19
TOTAL	154	100.0

*Thirteen of these 34 commented. All believed more opportunity was needed;
 6 said study hall interfered;
 4 said signed pass regulation interfered;
 3 said semester plan gives some alleviation to the problem.

TABLE XX

DISTRIBUTION OF RESPONDENTS INDICATING ATTITUDE TOWARDS ROLE OF LIBRARIAN

ROLE	ATTITUDE										Not reporting
	Essential (Agree strongly)		Important (Agree, but have reservations)		Of little importance (Disagree)		Unimportant (Disagree strongly)		TOTAL		
	No. (2)	% (3)	No. (4)	% (5)	No. (6)	% (7)	No. (8)	% (9)	No. (10)	% (11)	
(1)											No. (12)
a) Librarian should:											
i. Have department head status	18	12.5	71	49.31	45	31.25	10	6.94	144	100.0	10
ii. Be member of curriculum committee(s)	28	18.92	84	56.76	32	21.62	4	2.7	148	100.0	6
iii. Be member of teaching teams	39	26.0	63	42.0	35	23.33	13	8.67	150	100.0	4
iv. Be consulted before setting assignments	53	35.1	89	58.94	8	5.3	1	.66	151	100.0	3
v. Share with teachers information about students	46	30.26	84	55.26	15	9.87	7	4.61	152	100.0	2
b) Library program should extend beyond library walls	39	26.18	100	67.11	10	6.71	--	--	149	100.0	5
c) All teachers share responsibility for encouraging pupils to read for pleasure	69	45.7	70	46.35	12	7.95	--	--	151	100.0	3
d) All the above	292	27.94	561	53.69	157	15.02	35	3.35	1045	100.0	33

conjunction with each faculty member. Consequently, the librarian has the responsibilities of a department head.

More than sixty per cent of the responding teachers agreed that department head status was deserved. From the 55 (38.19 per cent) disagreeing came pertinent observations that only a librarian's professional and personal qualifications and her general competence would generate that status. That it was "not necessary for a librarian to be a teacher at all," and that the librarian is "not faced with organizing an entire integrated program with other staff members" were among the numerous comments clearly indicating a lack of comprehension of the librarian's role.

A larger majority, more than 75 per cent, recognized that the librarian as a materials specialist has a contribution to make to curriculum development today. Almost one-third as many, 24.32 per cent, demurred. A few, 4 per cent, saw some benefit to the librarian. Certainly the librarian benefits from knowledge of curriculum thinking in the school. But by her professional preparation she also should be able to contribute to committee deliberations. In addition, her involvement in curriculum development makes her able to give more meaningful aid to both teachers and students.

On the other hand, interpretation of the responses to the question about the librarian's membership in teaching teams is somewhat hindered: comments signified that the term "teaching team" was not understood by at least twenty per cent of those responding. However, slightly more than two-thirds of respondents agreed that the librarian should be a member of teaching teams. Among these teachers were those who recognized that close co-operation between teacher and librarian "is essential since

much study is individual." Two of those who disagreed believed that such membership was possible but was dependent upon the librarian's qualifications.

But few, only nine, disagreed with the statement that the librarian should be consulted before setting assignments requiring the use of library resources, facilities, or services. Only one dissenter commented; he admitted that such consultation might be important in some cases. However, it was apparent from comments that teachers were aware of only one reason for such consultation: forethought can do much to ensure the availability of needed facilities, resources, and services. There was no evidence that teachers believed the librarian could be of assistance in formulating meaningful assignments, assignments resulting from analyzing and then planning the kind of thinking task needed to help minds grow--prompting reasoning, judgment, or creative thinking. Nor was there any evidence that consultation with the librarian could prevent strained relationships or could contribute to a higher calibre of student output.

Another area of teacher-librarian liaison is in the field of information about students. The librarian's relationship with students is different from that of the classroom teacher. Consequently, certain aspects of student needs, interests, abilities, attitudes, and achievements, not always revealed in the classroom situation, become apparent to the librarian. Student interests are better served if teacher and librarian share observations and information. Less than fifteen per cent disagreed; of these, only four respondents explained their view. Three of these ("no value in this; every high school student can read," "librarian cannot be expected to know them all,"

"a guidance function best not usurped") indicate a degree of unawareness of the value of the observations made by the librarian, the staff member with the greatest opportunity to work with every student in the school. The fourth comment, "impossible to achieve", indicates disagreement not with the idea of sharing observations, only with the possibility of its attainment.

Agreement was high, too, that the library program should extend beyond the walls of the library (Table XX, b, page 96). More than 93 per cent of teachers signified that, in theory, they believed that the library could have an impact throughout the school, "that library and classroom work should be integrated."

An equal number (139) reported that they shared the responsibility for encouraging every student to read for pleasure; half of them considered this sharing essential. Two of the twelve teachers who disagreed did not believe that encouragement to read for pleasure was necessary; "if a student doesn't want to read, nothing can be done about it"--an opinion not likely to gain support from educators today.

The totals in the summary, page 96, reveal that 33 cases of non-reporting were found, a number only slightly smaller than the 35 who expressed strong disagreement. Eleven of the former held no opinion. Totals also indicate the human tendency to cluster in the moderate group.

II. IMPORTANCE OF THE LIBRARY

To determine teachers' estimates of the importance of the library, questions were constructed dealing with the importance of the library to effective teaching, the need for library education for all teachers, the value of the professional collection, presence and adequacy of the school

library as criteria in choice of a teaching position, and the contribution of the library to the total school program.

Importance of the library to effective teaching. Almost half the respondents clustered in the moderate group (Table XXI), but a wide range of opinion among subject areas was shown (Table XXV, page 112). In this present survey, as in the 1958 NEA study,³ English and social studies teachers reported a strong positive attitude towards the library's place in effective teaching. Moreover, 52 per cent of English teachers and 40 per cent of social studies teachers rated the library essential to their teaching.

Replies from teachers of mathematics in this study were slightly less strongly negative than those in the NEA study.⁴ Negative responses from physical education teachers also outnumbered positive.

It is significant that in this study fewer than one in four teachers deemed the library essential, and that a larger group, 27.82 per cent or 42 teachers, reported its resources and services of little or no importance (Table XXI, page 102). Nevertheless, the data give evidence that a sizable majority of respondents esteem the library's assistance in their teaching. However, only three librarians could report even moderate success in orienting teachers to the wise selection and use of library materials in their teaching (Table XXXI, page 129).

³National Education Association of the United States, Research Division, The Secondary-School Teacher and Library Services, Research Monograph 1958-M1 (Washington: The Association, 1958), p. 27.

⁴Ibid.

A factor which could be expected to affect the value of the library in instruction is the adequacy of library resources in a teacher's subject field. Table XXII (page 103) shows that 18 (11.69 per cent) rated these resources excellent, although an additional 54 per cent considered them good. That three out of ten teachers in all subject areas evaluated library resources as inadequate indicates considerable need for improvement in school library collections. In view of the large sums of federal funds expended for vocational education, a higher assessment of the library's resources in that field might have been anticipated. A possible explanation is that many of the vocational education resources have not become part of the library collection.

However, careful examination of the data reveals some inconsistencies. Although only one teacher reported no necessity to know the library's contents in his field (Table XI, page 77), six admitted inability to rate those contents (Table XXIII, Col. 5, page 104). Also, of the 18 teachers rating resources excellent, only four had shown knowledge of the library's holdings (Column 2). And that 26 teachers could estimate the library of little or no importance and yet rate resources in their field as good to excellent leads the investigator to question their methodology, their knowledge of those resources, or the thought given to answering the questions.

Value of the professional collection. An adequate professional collection can contribute much to effective teaching. However, all eight librarians reported that their school's professional collection was so small it required imagination to call it a collection. This lack was reflected in the 59 per cent of respondents who stated that the professional materials in the library were of limited or no

TABLE XXI

NUMBER AND PERCENTAGE OF RESPONDENTS REPORTING ON
IMPORTANCE OF LIBRARY TO EFFECTIVE TEACHING, THE
NEED FOR LIBRARY EDUCATION FOR ALL TEACHERS,
AND VALUE OF THE PROFESSIONAL COLLECTION

ASSESSMENT	Importance of library to effective teaching		Need for li- brary educa- tion for all teachers		Value of professional collection	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Essential (Extensive)	35	23.18	48	31.37	11	7.48
Important (Moderate)	74	49.0	88	57.52	50	34.01
Of little importance (Limited)	39	25.83	15	9.8	67	45.58
Unimportant (No value)	3	1.99	2	1.31	19	12.93
TOTAL	151	100.0	153	100.0	147	100.0
Not reporting	3		1		7	

TABLE XXII

DISTRIBUTION OF RESPONDENTS RATING ADEQUACY OF LIBRARY RESOURCES IN
FIELD OF SPECIALIZATION, BY MAJOR TEACHING AREA

AREA	RATING									
	Excellent		Good		Inadequate		No opinion		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Art	--	--	1	100.0	--	--	--	--	1	100.0
Business Education . .	1	5.88	10	58.82	5	29.41	1	5.88	17	100.0
English	3	13.64	11	50.0	8	36.36	--	--	22	100.0
Foreign Languages . .	--	--	4	44.44	4	44.44	1	11.11	9	100.0
Household Economics .	2	33.33	1	16.67	3	50.0	--	--	6	100.0
Industrial Arts . . .	1	25.0	1	25.0	2	50.0	--	--	4	100.0
Mathematics	1	5.88	11	64.71	3	17.65	2	11.76	17	100.0
Physical Education . .	1	14.29	4	57.14	2	28.57	--	--	7	100.0
Science	3	14.29	13	61.9	4	19.05	1	4.76	21	100.0
Social Studies	3	14.29	12	57.14	6	28.57	--	--	21	100.0
Counselling	--	--	--	--	3	75.0	1	25.0	4	100.0
Vocational Education	3	13.64	13	59.09	6	27.27	--	--	22	100.0
Other*	--	--	2	66.67	1	33.33	--	--	3	100.0
All areas	18	11.69	83	53.89	47	30.52	6	3.9	154	100.0

*The one respondent who did not indicate his major teaching area was included in 'Other' in this table.

TABLE XXIII

NUMBER OF RESPONDENTS RATING LIBRARY RESOURCES IN MAJOR TEACHING AREA,
BY KNOWLEDGE OF LIBRARY CONTENTS AND BY ASSESSMENT OF
IMPORTANCE OF LIBRARY TO EFFECTIVE TEACHING*

Item (1)	RATING				Total (6)
	Excellent (2)	Good (3)	Inadequate (4)	No opinion (5)	
Library resources	18	83	47	6	154
Knowledge of library contents:					
Knew	4	18	12	0	34
Did not know . . .	14	65	35	6	120
Importance of library to teaching:					
Essential.	7	16	12	0	35
Important.	9	43	21	1	74
Of little importance. . .	2	22	13	4	39
Unimportant. . . .	0	2	0	1	3

*To read this table: e.g. Of the 34 respondents who knew their library's contents, 4 rated the resources excellent, 18 rated them good, and 12 rated them inadequate; or, of the 18 rating resources excellent, 4 knew the library's contents and 14 did not.

value (Table XXI, page 102). Yet more than two out of five teachers reported the professional holdings to be of either extensive or moderate value. Nine of them explained that even the limited professional resources in the library were very important to them. Five teachers gave lack of time as their reason for non-use of professional materials.

Library education for teachers. The limited opposition to the statement that all teachers need instruction in the role and function of the school library and in the selection, evaluation, and use of instructional materials signifies that, in general, respondents believed that such instruction would benefit their teaching (Table XXI, page 102). Dissenting opinion that such instruction would be a waste of time ("teachers can learn all they need to know through common sense and experience") serves but to emphasize the need for all teachers to receive library education.

Library a criterion in selecting a teaching position. The evidence in Table XLI, page 181, that neither the presence nor the adequacy of the school library was a criterion in the choice of teaching post needs careful interpretation. Eleven teachers revealed that they had accepted their present positions when school libraries were a mere curiosity in Alberta. Five more commented that the library as a factor in choosing a teaching position had never occurred to them. Five others reported that other considerations such as subject area and housing were given priority. Nonetheless, it is evident that presence or adequacy of the school library carried little weight in decisions about choice of teaching position.

The library's contribution. Because libraries vary both quantitatively and qualitatively, differences could be expected in assessment of the

library's contribution to the school program. Table XXIV, page 107, shows those differences among the eight schools.

Generally, respondents have followed the usual pattern of clustering in the middle; the greatest number (76, or 49.67 per cent of respondents) assessed their library's contribution as moderate. But it is highly revealing that those who gave a rating of 'extensive' varied from 7.69 per cent in school E to 47.62 per cent in school H; that in schools A, C, D, and E those who estimated their library's contribution as limited or who were unable to evaluate it outnumbered those who assigned to the library an extensive contribution; and that in school C negative evaluations outnumbered positive ones five to four. Although the overall rating favored the positive, three-quarters of respondents rating the library's contribution as extensive or as moderate, almost equal proportions gave ratings of extensive and of limited or no contribution.

The possibility that the 38 negative responses could be accounted for by instructional areas which in the NEA, Ducat, and Sisko studies⁵ did not depend to any extent upon library usage is discounted by examination of Table XXV, page 112. Column 14 shows that negative responses came from teachers in all subject fields (excluding Art which had only one representative). Teachers of science with 90.48 per cent positive response led those in the fields of English and of social studies, normally regarded as most library-oriented. Teachers in the fields of business education, foreign languages, and vocational education also

⁵Chapter II.

TABLE XXIV

NUMBER AND PERCENTAGE OF TEACHERS REPORTING CONTRIBUTION
OF THE SCHOOL LIBRARY, BY SCHOOL

RATING	SCHOOL								TOTAL #
	A	B	C	D	E	F	G	H	MEAN %
Extensive:									
No.	2	7	2	5	1	5	7	10	39
%	9.52	29.17	11.11	26.32	7.69	41.66	28.0	47.62	25.49
Moderate:									
No.	13	13	6	8	10	5	14	7	76
%	61.91	54.16	33.33	42.11	76.92	41.67	56.0	33.33	49.67
Limited:									
No.	4	3	9	4	2	2	3	1	28
%	19.05	12.5	50.0	21.05	15.39	16.67	12.0	4.76	18.3
Unknown:									
No.	2	1	1	2	0	0	1	3	10
%	9.52	4.17	5.56	10.52	--	--	4.0	14.29	6.54
TOTAL:									
No.	21	24	18	19	13*	12	25	21	153*
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*One not reporting.

showed a high ratio of positive response. That these areas may be given heavy emphasis in the schools surveyed is a conjecture whose verification is beyond the scope of this study.

Comparison of columns 4 and 14 in Table XXV (page 112) shows that in more than half the instructional fields the library's contribution was rated more highly than its importance to effective teaching; apparently teachers who did not consider the library important to their own teaching believed that it made an important contribution in other areas. A further explanation may be that some respondents did not answer as conscientiously as they might have done.

III. FACTORS AFFECTING TEACHERS' ATTITUDES TOWARDS ROLE AND IMPORTANCE OF THE SCHOOL LIBRARY

In an endeavour to isolate factors explaining, affecting, or facilitating teachers' attitudes toward the school library, this section further examines the responses to the six questions discussed in the foregoing section, section II, of this chapter.

Age. Table XLII (page 182) is a summary, by age of the respondent, of the replies to the aforementioned six questions.

It could be expected that those teachers whose professional preparation was most recent would reveal a greater recognition of the importance of the school library than would older teachers. The data do not uphold this expectation. Only in considering the adequacy of the library a criterion in selecting a teaching position did teachers under twenty-five years of age lead (Column 12). Even in this age group, to three out of four teachers library adequacy was not important. One respondent in the group did comment that he had had no choice of position; his bursary obligations took priority.

Column 16 shows that the 50 to 59 age group was the only one in which positive responses to the six questions outweighed negative; that is, it was the only group in which teachers considering the library essential or important outnumbered those considering it of little or no importance.

Further examination of the mean percentages of positive and negative replies (Column 16) fails to reveal any pattern to indicate that age was a factor in determining teacher attitudes toward the school library.

Sex. Female teachers rated the library's importance to the effectiveness of their teaching somewhat higher than did males. (Table XLIII, Column 4, page 183). However, the mere one per cent variation in mean percentages of male and female responses does not suggest that a respondent's sex was a factor in determining attitudes towards the library's importance.

Years of teaching experience. The most significant information revealed by examination of Table XLIV (page 184) is that the least experienced teachers valued the library most (56.06 per cent positive response), but only very slightly more than teachers with thirty or more years of experience (54.76 per cent positive response). The higher value assigned by first-year teachers to the library's importance to the effectiveness of their teaching (Column 4) accounts for this small difference. Three respondents of the one-year group commented that the library was a help especially when one lacked experience. The comment indicates somewhat less than complete understanding of the library's role and function.

The evidence discounts any assumption that amount of teaching experience could explain teachers' evaluation of the school library.

University education. Neither the presence nor the adequacy of the library was important to any group in preference of teaching post (Table XLV, Columns 10 and 12, page 185). The other four factors were given a higher rating of importance by those respondents holding university standing at the Master's level.

The data do not explain why teachers with two years of university education ranked the library's importance higher than did those with three or four years. The possibility that recency of student teaching and methods courses might be factors determining attitude is not supported by the data in Table XLII (page 182), which discounted age as a factor.

Mean percentages in Column 16 of Table XLV (page 185) allow the conclusion that, excepting the two-year group and the one respondent working towards his doctorate, positive attitude towards the importance of the library heightened slightly with increase in level of university education attained.

Instruction in the role and function of the school library. The correlation between evaluation of the library's importance and instruction in the role and function of the library as a part of professional preparation is evident from the data in Table XLVI (page 186). In fact, the mean percentage of positive responses to the six questions was higher for the group for whom such instruction was a requisite than for any other group, no matter what the basis of grouping (Tables XLII to XLVII, Column 16, pages 182 - 187). Nevertheless, even among this group, the library was not deemed sufficiently important to be a criterion in choosing a teaching post. (Columns 10, 12).

Library science and/or audiovisual instruction course(s). It is not possible to conclude from the evidence in Table XLVII, page 187, that library science and/or audiovisual instruction course(s) as part of professional preparation affected a teacher's attitude towards the role and function of the school library. Although the five respondents who had taken one or more library science courses were the only group reporting even a slight majority of positive answers, not one of these five teachers considered the library a criterion in their decisions about choice of a school in which to work.

Major teaching area. Although four of the six questions elicited a very broad range of response, the consistently negative reply to questions on the importance of the library in selecting a post resulted in a variation of less than 25 per cent in the mean percentages of positive opinion. The generalization that a teacher's subject field does have some bearing on his attitude towards the school library is supported by the data in Table XXV. Teachers of English and of social studies expressed the highest percentage of 'essential' ratings--30 per cent and 31 per cent respectively. Respondents in these two areas also led in mean percentage of positive replies--approximately 59 per cent.⁶ Surprisingly, industrial arts teachers were close behind with 56 per cent. Respondents in the fields of household economics, of mathematics, and of counselling appeared to value the library least (Column 16).

⁶Excepting the one Art representative.

TABLE XXV

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY, BY MAJOR TEACHING AREA

*Y==essential or important; extensive or moderate; N = little or no importance; little contribution.

SUBJECT AREA	All subjects	Important to effective teaching			Teachers need library education			Professional library important			Library a criterion in choice of post			Adequacy of library a criterion in choosing post			Contribution of library to total school program			All factors (mean)	
		No. (3)	% (4)	No. (5)	% (6)	No. (7)	% (8)	No. (9)	% (10)	No. (11)	% (12)	No. (13)	% (14)	No. (15)	% (16)						
(1)	(2)																				
Art	Y	1	100.0	1	100.0	1	100.0	--	--	--	--	--	1	100.0	--	--	1	100.0	4	66.67	
	N	--	--	--	--	--	--	1	100.0	1	100.0	--	--	--	--	--	--	--	2	33.33	
Business Education	Y	11	64.71	16	94.12	5	31.25	--	--	--	5.88	13	76.47	46	45.54						
	N	6	35.29	1	5.88	11	68.75	17	100.0	16	94.12	4	23.53	55	54.46						
English	Y	21	95.46	20	90.91	12	54.55	3	14.29	4	19.05	17	77.27	77	59.23						
	N	1	4.54	2	9.09	10	45.45	18	85.71	17	80.95	5	22.73	53	40.77						
Foreign Languages	Y	7	77.78	7	77.78	2	22.22	--	--	--	--	8	88.89	24	45.28						
	N	2	22.22	2	22.22	7	77.78	9	100.0	8	100.0	1	11.11	29	54.72						
Household Economics	Y	4	66.67	4	66.67	2	33.33	--	--	--	--	4	66.67	14	38.89						
	N	2	33.33	2	33.33	4	66.67	6	100.0	6	100.0	2	33.33	22	61.11						
Industrial Arts	Y	4	100.0	4	100.0	2	66.67	1	25.0	--	--	2	50.0	13	56.52						
	N	--	--	--	--	1	33.33	3	75.0	4	100.0	2	50.0	10	43.48						
Mathematics	Y	5	29.41	15	88.24	7	41.18	2	11.76	--	--	11	64.71	40	39.22						
	N	12	70.59	2	11.76	10	58.82	15	88.24	17	100.0	6	35.29	62	60.78						
Physical Education	Y	3	42.86	7	100.0	3	42.86	--	--	--	--	4	57.14	17	40.48						
	N	4	57.14	--	--	4	57.14	7	100.0	7	100.0	3	42.86	25	59.52						
Science	Y	14	66.67	17	80.95	7	36.84	--	--	--	--	19	90.48	57	45.97						
	N	7	33.33	4	19.05	12	63.16	21	100.0	21	100.0	2	9.52	67	54.03						
Social Studies	Y	20	100.0	18	90.0	12	60.0	3	14.29	3	15.79	15	75.0	71	59.17						
	N	--	--	2	10.0	8	40.0	18	85.71	16	84.21	5	25.0	49	40.83						
Counseling	Y	3	100.0	3	75.0	--	--	--	--	--	--	2	50.0	8	34.78						
	N	--	--	--	--	4	100.0	4	100.0	4	100.0	2	50.0	15	65.22						
Vocational Education	Y	15	68.18	21	95.46	7	35.0	--	--	--	--	18	81.82	61	46.92						
	N	7	31.82	1	4.54	13	65.0	22	100.0	22	100.0	4	18.18	69	53.08						
Other	Y	1	100.0	2	100.0	--	--	--	--	--	--	1	50.0	4	36.36						
	N	--	--	--	--	2	100.0	2	100.0	2	100.0	1	50.0	7	63.64						
Total	Y	109	72.67	135	88.82	60	41.1	9	5.92	8	5.37	115	75.66	436	48.39						
	N	41	27.33	17	11.18	86	58.9	143	94.08	141	94.63	37	24.34	465	51.61						

IV. TEACHERS' OPINIONS OF LIBRARY STRENGTHS AND WEAKNESSES

What a teacher considers is best and what he considers lacking in his school's library personnel, resources, facilities, and services reveal his attitudes towards and expectations of that library.

Most helpful services. Table XXVI, page 116, shows that almost two-thirds of the replies to the question asking the respondent to name the service he considered most helpful related to the provision of resources. The emphasis upon curriculum-related materials completely overshadowed any importance attached to reading for pleasure. Six responses (4 per cent) gave particular recognition to the librarian's work in organizing materials to make them easily available.

Not only materials must be readily available. The librarian must not be so preoccupied with organizational work that her services are not available. Yet services ranked a poor second to resources in the eyes of respondents. Eighteen teachers appreciated most the librarian's assistance to teachers and students--mostly reference work and reading guidance. Four of these eighteen rated most highly the librarian's aid in the selection of materials for library acquisition, but only one the help in planning assignments. One more appreciated all help and advice from the librarian.

Library space and facilities were given priority by a very small minority (5). Three others valued most the service which supplied supplementary collections to the classroom, either on short-term or long-term basis.

Thirteen, valuing most the actual ordering of materials, seemed to think of the librarian as a mere clerical. Others who showed lack of comprehension of the role and function of the library were those respondents who gave such replies as, "Place to send restless students from study hall," and "Librarian keeps close track of books."

Signifying this same lack as well as non-use of the library were seventeen other respondents, eleven of whom stated that no services were helpful, and six others who held no opinion or did not know.

Most desired improvements. Answers to this, the last item on the teacher questionnaire, centered around the word 'more'--more money for more materials of all kinds, more space and more kinds of space, increased services, and extended hours of accessibility. Yet not one respondent cited the need for increased library personnel, either professional or clerical or both, even from school B where at least four professionals and four full-time clericals would be required to meet existing standards for personnel and services.⁷ Teachers seemed still tied to the one school-one librarian concept.

The requests for more services were often not specific, a possible indication that respondents were not sure which services a school library should offer. Yet seven of the eight librarians interviewed stated that several services which they offered were never requested by teachers.

⁷Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: Ryerson Press, 1967), p. 57.

The number of respondents who revealed a serious unawareness or misconception of the library's role is alarming. The two wanting the library to be a study hall, another two wanting lists of all library materials by school subject, and the twenty respondents who had no opinion, did not know, or could see no need for change are all in this category. Needing help, too, are the nineteen who merely placed a question mark after the question, in lieu of a response. But the absence of any request for inservice education suggests either that other needs took priority or that respondents were unaware of their need for help.

The request for class sets shows that two aspects of the problem are not fully understood. First, without adequate library staff the handling of class sets takes time which the librarian should be using for essential professional duties. Second, when each member of a class is using the same title, that book is then in the textbook category; textbooks are not considered library material.

The three teachers wanting the librarian to teach library skills by means of a few formal lessons have not yet learned that such skills are learned best by integration with classroom work.

Other respondents signified a clearer concept of the library's purpose. The complaint decrying the use of the library as a "lunch room and pseudo-detention room" was typical of the comments added by five other respondents from the same school. And it is gratifying to note that one respondent recognized that great need--an integrated library program.

TABLE XXVI

NUMBER OF RESPONDENTS REPORTING GREATEST STRENGTHS AND DEFICIENCIES
OF THEIR SCHOOL'S LIBRARY

RESPONSE (1)	RESPONDENTS (2)
STRENGTHS:	
Availability of reference material for teachers and students	35
Presence of library and materials (7), books (5), periodicals(4)	16
Free reading and supplementary reading materials	6
Materials for teachers, reference and personal reading	6
AV materials and equipment	6
Materials organized to be easily available	6
Enrichment materials	5
Books and magazines for class use	2
Resource material for review and exams	1
Assistance to students and teachers:reference work(7), reading guidance (5), help and advice in selection and assignment plans	18
Ordering of materials	13
Class use of library; scheduled library periods	2
Supplementary collections: short and long term	3
Facilities: research, quiet study, storage, place for restless students	5
Library skills taught	1
Librarian keeps close track of books	1
Miscellaneous: displays, dictionary,"doors are opened"	4
None (11); no opinion or do not know (6)	17
TOTAL reporting	147
DEFICIENCIES; greatest need:	
More materials	16
More AV materials	20
Class sets	1
More selection aids, especially in vocational areas	2
Increased services: reference, consultation, teaching library skills, bibliographies, information about new materials	9
More space: reading room, conference and preview rooms, carrels, Xerox room, profession library room	18
Properly qualified library personnel	3
Full-time librarian	3
Extension of the present materials, services, facilities	4
More, easier availability--without pass; extended hours	9
No study hall in library; library not a lunch or detention room	6
Take all study hall students	2
Miscellaneous:"off-the-shelf" purchase; adult extension service	2
None; no opinion, or do not know	20
TOTAL reporting	116

V. SUMMARY

Although a sizable majority of respondents believed that students had ample opportunity to use the library on a voluntary and individual basis, there was clear indication that use of the library as a study hall interfered with its availability. The need for easier accessibility was also apparent.

Still fewer responses, approximately one in five, expressed a negative attitude toward the role of the librarian. Comments make it evident that a number of teachers did not fully comprehend the significance and implications of the concepts to which they were agreeing. The tendency to cluster in the middle, to rate themselves as moderate, was obvious.

In general, responses indicated that the library was at best of limited importance to the teachers surveyed. The mean positive response was only 48.39 per cent (Table XXV, page 112).

Data did not indicate that age, sex, years of teaching experience, or credit in course(s) in library science and/or audiovisual instruction were predictors or determinants of teachers' attitudes towards the role and function of the school library. However, evidence suggested limited positive correlation between level of university education and attitudes, and definite positive correlation between required instruction in the role and function of the school library and a respondent's attitude towards that library. Furthermore, that a teacher's major teaching area influenced his attitudes was borne out by the data.

Generally speaking, the library's strengths and deficiencies selected by respondents reveal that they recognized clearly the need for variety and abundance of materials, somewhat less clearly the needed facilities and services, and much less clearly still the overall role and function of the school library in the total school program.

CHAPTER VII

TEACHERS' PRACTICES IN LIBRARY USAGE

Marked differences were apparent in the importance individual teachers assigned to the library in their teaching and in their assessment of the library's contribution to the educational program (Tables XXI, XXIV, pages 102, 107). To investigate these differences and to obtain a further indication of attitude, the investigator formulated questions on three aspects of library usage: (1) instructional use of the library; (2) development of students' library skills; and (3) acquisition of materials. Responses to these questions are considered in the first three sections of the present chapter. Section IV seeks to isolate factors shaping the indicated attitudes. A brief summary of the chapter's findings is contained in section V.

I. INSTRUCTIONAL USE OF THE LIBRARY

Tables XXVII and XXVIII (pages 121, 125) summarize the replies to questions designed to reveal the extent to which teachers involved the library in their teaching, questions dealing with classroom collections, consultation with the librarian, motivation of student use of the library, use of supplementary collections, curriculum enrichment, and frequency of requests for the librarian to prepare reading lists and bibliographies.

Classroom collection. The instructional resources of the school are most readily available when all are organized through the school library. The teacher who refuses to have his classroom collection (definition,

page 17) become, organizationally, a part of the library collection indicates by his negative attitude a lack of comprehension of the role and function of that library.

The data (Table XXVII) suggest that many teachers do not recognize that classroom collections make materials unavailable to others and tend to contribute to both student and teacher non-use of the library. Almost two out of every five teachers had such a collection. Few respondents added comments. Four reported that their classroom collection consisted only of outdated texts used as secondary references; three others wished they had such collections. One stated that he had the entire social studies collection in his classroom.

Consultation with the librarian. If librarians are to be sufficiently well informed about what is going on in the classroom to give suitable help to students, they need to work closely with faculty members as each prepares and plans units or lessons. Such consultation aids the teacher, too. His awareness of what resources and services are available in the library enables him to make better use of the library in his teaching, in setting assignments, in motivating students to use the library, and in recommending new purchases.

Although the data in Table XX (page 96) suggest that a large majority of teachers did regard the librarian as a fellow professional with some special skills, less than one-third of the respondents consulted even occasionally with the librarian when planning new units (Table XXVIII, a). Only twelve (7.79 per cent) reported frequent consultation.

Few respondents proffered any explanation. Seven claimed that their subject area (Household economics, industrial arts, science, business education, vocational education) did not warrant such

TABLE XXVII

DISTRIBUTION OF RESPONDENTS REPORTING CLASSROOM COLLECTION,
BY MAIN TEACHING AREA

Subject Area (1)	Have collection		Have no collection		Total Number (6)
	Number (2)	Percentage (3)	Number (4)	Percentage (5)	
Art	--	--	1	100.0	1
Business Education	5	29.41	12	70.59	17
English	11	50.0	11	50.0	22
Foreign Languages	2	22.22	7	77.78	9
Household Economics	2	33.33	4	66.67	6
Industrial Arts	3	75.0	1	25.0	4
Mathematics	5	29.41	12	70.59	17
Physical Education	4	57.14	3	42.86	7
Science	7	36.84	12	63.16	19
Social Studies	9	42.86	12	57.14	21
Counselling	2	100.0	--	--	2
Vocational Education	8	40.0	12	60.0	20
Other	--	--	2	100.0	2
ALL AREAS	58	39.46	89	60.54	147*

*Seven not reporting.

consultation. Other reasons given were that library materials were inadequate, that the librarian was not a teacher (school G), and that the idea of consultation was a new one.

Assignments. Tasks requiring the use of the library serve to motivate the student to use library resources, facilities, and services. Few teachers (only 18, or 11.69 per cent) replied that they frequently made this type of assignment (Table XXVIII, b, page 125). A breakdown by subject area in Table XXXV, page 138, shows that teachers of English and of social studies accounted for more than half the positive replies. It is alarming that more than half the respondents reported seldom or never making such assignments. These figures do not compare favorably with the 73 per cent of positive answers given to this question in the NEA study.¹

Fifteen comments indicated that the main reasons for their negative responses were that the subject area had no need of the library, that library resources were limited, and that the text was sufficient.

Library usage during class periods. Integration of classroom and library also occurs when students are encouraged to spend portions of class periods in the library using a variety of materials for specific purposes--studying, reading, listening, or viewing. Negative responses came from 95, more than 60 per cent, of teachers surveyed (Table XXVIII, page 125). Some respondents in the fields of business education, physical education, and counselling believed that their subject areas did not warrant this practice. Others complained that they could not gain

¹National Education Association of the United States, Research Division, The Secondary-School Teacher and Library Services, Research Monograph 1958-M1 (The Association, 1958), page 14.

access to the library, that resources were inadequate, classes too large, courses too long, library too small, and that only the better students responded to such encouragement.

Supplementary collections. The table on page 125 shows that more than a third of respondents frequently had such a collection, and that another fifth occasionally did so. Almost every one of the 64 teachers whose response was negative added some comment. A very frequent reason was that limited library resources meant that such practice would make materials unavailable to other students. A less frequent reason given was that time did not permit adequate covering of the text.

The evident misunderstanding of the purpose or use of a supplementary collection appears relevant. Some thought this collection referred to class sets, others that it signified insufficient shelf space in the library. Seven saw such collection as completely unnecessary so long as the library was accessible; they conceived of the supplementary collection as eliminating any need to go to the library, and believed the latter action more desirable. One thought this type of collection would have to be complete enough to serve the entire course; two others stated that the "library [did] not have one."

Such erroneous concepts indicate lack of liaison between the teachers and librarian, and the need for library' education. They also reveal the need to include in the questionnaire an explanation of the term. In the pilot study no misunderstanding was apparent.

Motivating students to explore. Almost three-quarters of respondents signified that they at least occasionally encouraged their students to explore beyond curriculum requirements (Table XXVIII, e). "With little success" was the frequent wry comment. Chief reasons for not

doing so were that the calibre of students in their classes negated such effort, and that courses were already too long.

Curriculum enrichment. More than half the responses clustered in the middle here; 53.64 per cent of teachers replied that they occasionally sought in the library a variety of materials for curriculum enrichment (Table XXVIII, f). Approximately 15 per cent did so frequently; more than twice as many seldom or never did so. Most common among reasons given by the latter group were that the text was adequate, that courses allowed no time for enrichment, and that library resources were inadequate.

Reading lists and bibliographies. Both of these lists serve to motivate students to use the library. The data reveal that only one-quarter of respondents received this service (Table XXVIII, g, page 125). Twenty-three teachers had never requested the service. A small number prepared their own lists and bibliographies, but believed their requests would be granted if made. Others considered such requests an imposition on a busy librarian; two stated that the service was not offered. Comments lead to the conclusion that some teachers thought of lists and bibliographies as being for the teacher only.

Significance. The 48.92 per cent of positive replies to the questions on instructional use of the library (Table XXVIII, page 125) corroborates the finding in Chapter VI that 48.39 per cent of respondents considered the library important (Table XXV, page 112).

Librarians concurred. Only three of them claimed even moderate success in orienting teachers to select and use library materials wisely in their teaching (Table XXX, b, page 127).

TABLE XXVIII

NUMBER AND PERCENTAGE OF RESPONDENTS REPORTING
INSTRUCTIONAL USES OF THE LIBRARY

PRACTICE (1)		PERFORMANCE				Total (7)
		Fre- quently (3)	Occa- sionally (4)	Seldom (5)	Never (6)	
a) Consult with librarian when planning new units of work	No. %	12 7.79	38 24.68	44 28.57	60 38.96	154 100.0
b) Make class assignments requiring variety of library resources	No. %	18 11.69	52 33.77	41 26.62	43 27.92	154 100.0
c) Encourage students to spend portions of class periods in library for specific activity	No. %	18 11.69	41 26.62	38 24.68	57 37.01	154 100.0
d) Have supplementary collection in classroom	No. %	55 36.42	32 21.19	27 17.88	37 24.51	151* 100.0
e) Encourage students to explore beyond curriculum requirements	No. %	33 21.71	81 53.29	31 20.4	7 4.6	152** 100.0
f) Seek in library variety of materials for curriculum enrichment	No. %	22 14.57	81 53.64	32 21.19	16 10.6	151* 100.0
g) Request librarian for reading lists or bibliographies	No. %	9 5.96	30 19.87	35 23.18	77 50.99	151* 100.0
ALL PRACTICES (MEAN)	No. %	167 15.65	355 33.27	248 23.24	297 27.84	1067 100.0

*Three not reporting.

**Two not reporting.

II. EFFORTS TO DEVELOP STUDENTS' LIBRARY SKILLS

More than 80 per cent of respondents expressed the belief that all students must become proficient in library skills, and accepted a personal responsibility for developing those skills (Tables XIII, XIV, pages 82,83). However, their efforts to do so appear inadequate--only one in five either frequently or occasionally planned class visits to the library to develop students' skills in selection and usage of materials (Table XXIX). Comments gave some explanation for the inconsistency. Reported most frequently were arguments that English teachers were expected to teach these skills, that library skills were not needed in some subject areas (French, physical education, business education, vocational education, household economics), and that the resources in a subject area were inadequate. Other revealing reasons were that such a practice had no place in the high school; there was no time for it, students should have mastered library skills before entering senior high school, or were old enough to learn on their own initiative. Significant too were statements of limited availability of the library facilities, and of insufficient library space.

Allowing for the fact that half of the comments came from those teachers who had not agreed that students needed to be taught library skills or that any responsibility devolved upon the teacher, it is still clear that inadequate library resources, facilities, and personnel do hinder, to some extent, the development of students' skills in library usage. It can also be concluded that respondents do not indicate any solid belief that proficiency in library usage results from carefully planned programs integrated with course work, not from

TABLE XXIX

DISTRIBUTION OF RESPONDENTS REPORTING CLASS VISITS TO LIBRARY PLANNED TO STIMULATE PUPILS TO DEVELOP SKILLS IN SELECTION AND USAGE OF MATERIALS

FREQUENCY (1)	NUMBER (2)	PERCENTAGE (3)
Frequently	8	5.26
Occasionally	24	15.79
Seldom	27	17.76
Never	93	61.19
TOTAL	152	100.0
Not reporting	2	

TABLE XXX

DISTRIBUTION OF LIBRARIANS REPORTING SELF-EVALUATION OF DEGREE OF SUCCESS IN ORIENTING TEACHERS AND ADMINISTRATORS

ORIENTATION (Purpose)	EVALUATION							
	Extensive		Moderate		Minimal		None	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
a. To provide experiences for students to become familiar with materials and develop skill in their use	--	--	3	37.5	4	50.0	1	12.5
b. To select and use wisely instructional materials in teaching	--	--	3	37.5	4	50.0	1	12.5
Total number	--	--	6		8		2	
Mean percentage	--	--		37.5		50.0		12.5

haphazard exposure to the library. Too, the evidence reinforces the observation made earlier (page 80) that some teachers do not realize the depth and extent of library skills required by students today. In general, teachers' practices indicated that they attached somewhat less importance to library skills than they had professed.

These conclusions are upheld by data in Table XXX, page 127. Three of the eight librarians estimated only moderate success in orienting teachers to provide experiences to help students become skilled library users. The other five claimed little or no success.

III. ACQUISITION OF LIBRARY MATERIALS

It is logical to assume that the teacher who values learning and instructional resources and deems the library important will take action to help build an adequate collection. Therefore, to gain additional evidence of teacher attitudes towards the school library, the investigator designed questions on the following aspects of materials acquisition: (1) weeding; (2) materials recommended for library purchase; (3) persons who should make the selection; and (4) selection aids used.

Weeding. Rapid growth of knowledge today makes frequent weeding necessary if the library collection is to be kept pertinent and up to date. Best results obtain from joint weeding by librarian and teacher. The teacher becomes more familiar with library holdings in his field; apparent gaps can be one basis for the purchases he recommends. The librarian, gaining information about the methodology and curricular aims of the teacher, is enabled to render more meaningful library services.

Table XXXI (page 130) shows that more than 60 per cent of respondents seldom or never did this weeding, and only 7 per cent weeded frequently. That newness and shortage of materials made weeding unnecessary or impossible was stated by seven respondents. Other reasons given were: lack of time, the department head did the weeding, and weeding had never seemed important before. Two who weeded frequently did so because the librarian was "unable to judge the materials."

Recommending materials for purchase. Each school had an allocation for purchase of instructional materials, but no school had a written statement of policy and procedures for materials selection (page 77). In two schools discussions among department heads and teachers resulted in decisions about budget apportionment.

Because few respondents believed that a school library should contain non-print materials (page 72), it is not surprising that 42 per cent of them recommended none for library purchase, and that another 28 per cent suggested fewer than four non-print items (Table XXXII). The high cost of such materials and the very small budget for them also affected the number of materials ordered. But it is significant that only half the respondents recommended more than four books or periodicals within the 1966-67 academic year. Moreover, the 11.33 per cent who suggested more than twenty items (Columns 7 + 8) were making the recommendations for their whole department, for a new course, or for a new facility.

Selection personnel. Selection decisions are best made by close cooperation between teachers and librarian. The teacher's contribution is knowledge of his field and of his teaching requirements. The librarian, whose professional preparation has given her selection skills,

TABLE XXXI

DISTRIBUTION OF RESPONDENTS REPORTING WEEDING

FREQUENCY (1)	NUMBER (2)	PERCENTAGE (3)
Frequently	11	7.38
Occasionally	46	30.87
Seldom	32	21.48
Never	60	40.27
TOTAL	149	100.0
Not reporting	5	

TABLE XXXII

DISTRIBUTION OF RESPONDENTS REPORTING ON NUMBER OF MATERIALS RECOMMENDED
FOR PURCHASE DURING 1966-67 ACADEMIC YEAR

MATERIAL		QUANTITY						TOTAL
		None	1 - 4	5 - 9	10-19	20-39	40 +	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Books and periodicals	No.	20	55	37	21	11	6	150*
	%	13.33	36.67	24.67	14.0	7.33	4.0	100.0
Non-print materials	No.	63	42	23	14	3	5	150*
	%	42.0	28.0	15.33	9.33	2.0	3.33	100.0
All types	No.	83	97	60	35	14	11	300
	%	27.67	32.33	20.0	11.67	4.67	3.66	100.0

*Four not reporting.

must try to maintain a well-balanced collection among reference, general and subject information, recreational and enrichment materials.

However, 56 per cent of respondents believed that teachers alone should select materials for library acquisition. Another two per cent charged only the librarian with the task (Table XXXIII, page 132). Forty-two per cent realized that everyone in the school should be involved--librarian, teacher, administrators, and students.

Use of selection aids. Table XXXIV (page 133) summarizes the responses to the question designed to discover to what extent certain basic selection aids were used. Data show that only 28 per cent of respondents used these aids in selecting materials to recommend for library purchase, while 63 per cent either were not familiar with them or did not use them.

The large numbers of respondents not reporting are disturbing, although more than one-third of them indicated, by written comment or by oral explanation to the investigator, that the publications listed meant nothing to them. Three others thought the question too complex. Six commented that they believed most teachers used publishers' catalogues instead.

IV. FACTORS SHAPING INDICATED ATTITUDES

Responses to questions about the extent of teachers' instructional use of the library and of their efforts to develop students' library skills were analyzed in an effort to discover whether any of the factors of age, sex, years of teaching experience, professional preparation, and major teaching area was a determinant of respondents attitudes towards the school library.

TABLE XXXIII

DISTRIBUTION OF RESPONDENTS REPORTING PERSON(S) WHO SHOULD SELECT
MATERIALS FOR LIBRARY ACQUISITION

SELECTOR(S) SHOULD BE (1)	FREQUENCY OF CHOICE	
	Number (2)	Percentage (3)
Librarian	3	1.97
Teacher and/or department head	85	55.92
Students	0	0
All of the above, plus principal	64	42.11
TOTAL	152*	100.0

*Two not reporting.

TABLE XXXIV

DISTRIBUTION OF RESPONDENTS REPORTING USE OF SELECTION AIDS

PUBLICATION		NOT RE- PORT- ING	RESPONSE			
			Publication not available in school	Not familiar with publi- cation	Use it in se- lecting mate- rials(library)	Use it in making suggestions to students Familiar with publication; do not use it
(1)	**	(2)	(3)	(4)	(5)	(6) (7)
Classroom Aids for Teachers	No. %	24	5 3.85	38 29.23	31 23.85	10 7.69 46 35.38
Standard Catalog for High School Libraries	No. %	32	4 3.28	61 50.0	30 24.59	2 1.64 25 20.49
Booklist and Subscription Books Bulletin	No. %	33	7 5.79	60 49.59	31 25.62	6 4.96 17 14.04
Lists from pro- fessional groups	No. %	32	6 4.91	36 29.51	38 31.15	4 3.28 38 31.15
Educators Guide to Free Filmstrips (or others in the series)	No. %	30	4 3.23	35 28.23	46 37.09	5 4.03 34 27.42
Audiovisual Instruction	No. %	39	8 6.96	48 41.74	28 24.35	4 3.47 27 23.48
All above publications	No. %	190	34 4.63	278 37.88	204 27.79	31 4.22 187 25.48

**In calculating the percentages, the number of respondents reporting was considered 100 per cent.

Age. Again, the logical expectation that younger teachers would be the most frequent library users was not fulfilled. However, the under 25 group did lead slightly in efforts to develop students' library skills (Table XLVIII, Columns 3 to 8, page 188). Once more the 50 to 59 year group was the one expressing the highest percentage of positive replies. Nevertheless, because little difference existed among the six age groups except for the over 60 group, the data do not support any contention that age was a firm predictor of attitudes exemplified by library practices.

Sex. Neither was the sex of the respondent shown to be a factor affecting a teacher's library usage (Table XLVIII). The proportion of positive replies (46 per cent) from male and from female teachers was smaller than the 49 per cent of positive attitudes revealed towards the importance of the school library (Table XLIII, page 183). Female teachers tended to consult with the librarian more frequently than did males; they also had more frequent supplementary collections. Men led in frequency of requests for reading lists and bibliographies.

Length of teaching experience. In general, respondents with from five to twenty-nine years of experience showed more positive attitudes towards the school library's purpose (Table XLVIII, Columns 11 to 16, page 188). As noted in Chapter VI (page 110) the study revealed no explanation for a higher percentage of positive answers from teachers with but one year's experience than from those with from two to four years of teaching experience.

Professional preparation. Table XLIX (page 189) shows that respondents whose university education was at a level beyond the undergraduate degree gave more positive replies than did those at other levels of professional preparation. However, teachers who had completed two years of university made more frequent use of supplementary collections.

Columns 9 to 11 of the same table reinforce the previous conclusion that learning, during professional preparation, about the role and function of the school library increased the probability of positive attitudes towards that library.

Subject area. Respondents from the various teaching areas responded with greater variation to questions about their library practices than they did in giving their estimates of the importance of the school library (Tables XXV, XXXV; pages 112, 138). Teachers of social studies and of English led decisively in proportion of total positive responses (73 per cent and 71 per cent respectively). They also led in frequency with which they consulted with the librarian when planning new units of work, made class assignments requiring a variety of library resources, encouraged students to spend class time in the library and to explore beyond curriculum requirements, sought library resources for curriculum enrichment, and planned library usage to develop students' library skills.²

²All generalizations about subject areas exclude the art field because it was represented by only one respondent.

Conversely, teachers of mathematics and of physical education made least use of the library. These teachers had also considered the library least important to the effectiveness of their teaching (Table XXV, Column 4 page 112), yet both had ranked highly the need for all teachers to have library education. Mathematics teachers had attached least importance to the need for library skills for all students (Table XIII, page 82); physical education teachers had felt least responsibility for developing those skills (Table XIV, page 83). No member of these two subject groups reported efforts to develop students' library skills; none encouraged students to spend some class time in the library for specific types of study, reading, listening, or viewing. In contrast, more than 70 per cent of them had considered the library resources in their areas as at least good (Table XXII, page 103).

Teachers of mathematics gave the least encouragement to their students to explore beyond curriculum requirements, seldom used supplementary collections to motivate student interest, seldom consulted with the librarian, and seldom or never requested bibliographies or made assignments requiring library usage. Physical education teachers reported encouraging students to explore beyond the curriculum, but they never consulted with the librarian during unit planning. Also, their use of library resources for enrichment or for class assignments was minimal.

Between these two groups of fairly large and minimal users were the remainder, much less distinctly grouped. In none of these fields did respondents supply a majority of positive replies. Few had disagreed with the need to teach all students to become proficient library users (Table XIII, page 82); most had accepted personal responsibility

for providing that instruction (Table XIV, page 83); few made even minimal effort to discharge that responsibility (Table XXXV). A majority of teachers in these fields had reported that the library was either essential or important to the effectiveness of their teaching, but few utilized the librarian's abilities and services when planning their teaching. Many of them did report that they encouraged students to explore beyond course requirements and that they at least occasionally sought enrichment sources in the library. But only a minority motivated students to use the library through class assignments designed to require such usage, or by encouraging them to spend some class time in the library for specific planned purposes.

Thus, evidence would appear to support the conclusion that his major teaching area does affect a teacher's attitudes towards the school library. Any such generalization, however, must be tendered with caution. There is the question of whether the content in one subject area does really lend itself more readily to library usage than does another area. Those who commented about their negative responses believed this to be the case. But perhaps this relationship only seems to be true because materials for purchase are abundant in one subject field and not in another. It is possible, too, that the school library was judged more important and thus used more extensively by respondents in certain teaching areas because the materials and services offered by their libraries were most extensive in those same areas.

Another possibility exists: it may not be the subject content but the methods used which seem not to require library resources and services. Teachers in these fields may not have become oriented to the materials approach to instruction.

TABLE XXXV

PERCENTAGE OF RESPONDENTS REPORTING ON INSTRUCTIONAL USES OF LIBRARY AND EFFORTS TO DEVELOP STUDENTS' LIBRARY SKILLS, BY MAJOR TEACHING AREA

PRACTICE (1)	*	MAJOR TEACHING AREA													All Areas (16)
		Art (3)	Bus. Ed. (4)	Eng. Lang. (5)	For. (6)	Home Econ. (7)	Ind. Arts (8)	Math. (9)	Phys. Educ. (10)	Sci-ence (11)	Soc. St. (12)	Coun. (13)	Voc. Ed. (14)	Other (15)	
a. Consult with librarian when planning units	Y N	100.0 --	35.29 64.71	63.63 36.37	-- 100.0	33.33 66.67	-- 100.0	23.53 76.47	-- 100.0	19.05 80.95	71.43 28.57	50.0 50.0	9.09 90.91	-- 100.0	32.68 67.32
b. Make assignments requiring use of library materials	Y N	-- 100.0	41.18 58.82	90.91 9.09	-- 100.0	33.33 66.67	50.0 50.0	11.76 88.24	14.29 85.71	33.33 66.67	88.24 11.76	50.0 50.0	36.37 63.63	-- 100.0	45.75 54.25
c. Encourage pupils to spend class time in library for planned work	Y N	100.0 --	47.06 52.94	77.27 22.73	33.33 66.67	33.33 66.67	25.0 75.0	-- 100.0	-- 100.0	33.33 66.67	76.19 23.81	25.0 75.0	9.09 90.91	50.0 50.0	38.56 61.44
d. Supplementary collection in classroom	Y N	100.0 --	52.94 47.06	57.14 42.86	75.0 25.0	100.0 --	100.0 --	23.53 76.47	57.14 42.86	35.0 65.0	57.14 42.86	25.0 75.0	90.91 9.09	-- 100.0	56.0 44.0
e. Encourage pupils to explore beyond curriculum requirements	Y N	100.0 --	82.35 17.65	95.46 4.54	57.14 42.86	83.33 16.67	75.0 25.0	41.18 58.82	71.43 28.57	76.19 23.81	85.71 14.29	50.0 50.0	72.73 27.27	50.0 50.0	74.83 25.17
f. Seek library materials for curriculum enrichment	Y N	100.0 --	68.75 31.25	90.01 9.09	62.5 37.5	50.0 50.0	100.0 --	41.18 58.82	14.29 85.71	66.67 33.33	88.24 11.76	33.33 66.67	68.18 31.82	50.0 50.0	72.0 28.0
g. Ask librarian for reading lists and bibliographies	Y N	-- 100.0	29.41 80.59	28.57 71.43	25.0 75.0	-- 100.0	25.0 75.0	11.76 88.24	28.57 71.43	10.0 90.0	52.38 47.62	25.0 75.0	27.27 72.73	50.0 50.0	26.0 74.0
h. Plan class visits to library to develop students' skills in selection and usage of materials	Y N	-- 100.0	17.65 82.35	59.09 40.91	12.5 87.5	16.67 83.33	-- 100.0	-- 100.0	-- 100.0	5.0 95.0	57.14 42.86	25.0 75.0	-- 100.0	-- 100.0	21.19 78.81
ALL PRACTICES	Y N	62.5 37.5	46.67 53.33	70.69 29.31	31.82 68.18	43.75 56.25	46.88 53.12	19.12 80.88	23.21 76.79	35.15 64.85	72.62 27.38	35.48 64.52	39.2 60.8	25.0 75.0	45.5 54.5

*Y = yes (frequently or occasionally); N = no (seldom or never).

The scope of the present study does not permit such analyses; they could provide subjects for further research.

V. SUMMARY

A teacher's usage of the library is dependent primarily upon the importance he attaches to library resources, facilities, personnel, and services. Teachers of social studies and of English were leading library users; mathematics and physical education instructors most infrequently made instructional use of the library or helped students to become proficient in library skills. In general, teachers' practices indicated that they attached less importance to the library than they had professed--45.5 per cent of positive responses to questions about their library practices compared with 48.39 per cent of positive replies to direct questions about the importance they attached to the library (Table L, page 190).

Whether a teacher was male or female had no bearing on library practices nor does evidence show age, teaching experience, or university level attained to be determinants of the extent of those practices. Younger teachers did not rank high as library users. Professional preparation that included requisite instruction in the role and function of the school library was shown again to be correlated with a teacher's attitudes.

Comments indicated that inadequacy of materials, facilities, and personnel interfered with library usage. The extent to which they were inadequate is beyond the scope of this investigation and is properly a subject for additional research.

However, selection practices indicated that respondents generally felt no great responsibility for improving the library collection, yet a majority did not believe that the librarian should assist in materials selection. On the other hand, selection aids available in each school library were inadequate; a majority of respondents failed to use the good ones available to them. An inadequate library budget was cited most often as the cause of inadequate resources.

CHAPTER VIII

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

The purpose of the study was twofold: (a) to ascertain the attitudes of Alberta senior high school teachers towards the role and function of the school library in the total school program; and (b) a sub-purpose, to attempt to isolate factors explaining or facilitating those attitudes.

The method of investigation was to submit to all teachers in eight senior high schools in central Alberta a questionnaire designed to reveal their attitudes towards their school libraries. The replies received from 154 teachers were analyzed to determine what those attitudes were and whether any or all of the factors of age, sex, years of teaching experience, professional preparation, and major teaching area were determinants of the expressed attitudes.

I. SUMMARY OF FINDINGS

A. Almost four-fifths of the respondents held university standing at or beyond the undergraduate degree level, but only eight (five per cent) of the 154 teachers had received, as a requisite part of their professional preparation, instruction in the role and function of the school library.

B. More than half the respondents revealed a serious lack of knowledge of library fundamentals.

- (1) Sixty-nine per cent of teachers reporting believed they knew how to use the card catalogue; 64 per cent knew how their school library collection was catalogued; almost one-third knew neither.
- (2) Less than one-third knew how to use the Readers' Guide or knew the Dewey Decimal Classification for their own subject specialization.
- (3) Less than one-third held the concept that a modern school library collection consists of both print and non-print materials.
- (4) One in five demonstrated knowledge of their school library's contents, knew that their school had no written statement of policies and procedures for materials selection, or could name the authority responsible for giving final approval of materials recommended for library purchase.

C. Only 48.39 per cent of respondents expressed a positive assessment of the importance of the school library.

- (1) Although 23 per cent of teachers reporting considered the library essential to the effectiveness of their teaching, another 49 per cent deemed it important. However, only slightly more than one in twenty considered it important enough to be a criterion in his choice of teaching position.
- (2) Almost 59 per cent estimated the professional collection to be of little or no value.

- (3) Approximately eighty-nine per cent of respondents agreed that teachers and prospective teachers should receive instruction in the role and function of the school library and in the selection, evaluation, and use of instructional materials.
- (4) Assessment of the library's contribution to the total school program varied considerably from school to school. Although the overall rating was favorable, most teachers believed the library could contribute much more. A teacher's instructional area had little bearing on his assessment of the library's contribution.
- (5) Teachers were almost unanimous in agreeing that each should have full knowledge of the library's holdings in his subject specialization.

D. In general, teachers' stated attitudes towards the role of the librarian were positive. However, comments revealed a common belief that a librarian's role and abilities were limited to the organization and handling of materials and had little connection with materials selection, curriculum development, or teaching.

E. Nearly 73 per cent of respondents believed that students had ample opportunity to use the library on an individual and voluntary basis.

F. Questions about instructional uses of the library and efforts to develop students' library skills drew a 54.5 per cent negative response.

- (1) Less than one-third of teachers consulted with the librarian even occasionally when planning new units of work.

- (2) Fifty-four per cent of respondents seldom or never made efforts to motivate students to use the library through assignments requiring library resources; 61 per cent failed to encourage students to spend class time in the library for specific types of activity or research, and 74 per cent did not ask the librarian for bibliographies or reading lists.
- (3) More than seventy per cent of teachers reported that they encouraged students to explore beyond curriculum requirements, and that they at least occasionally sought in the library a variety of materials for curriculum enrichment.
- (4) Inadequacy of quarters and of materials limited the use of the library, the type of assignment given, and the use of supplementary collections.
- (5) Teachers indicated that the time element and use of the library facilities for extraneous purposes were other factors restricting both teacher and student use of the library's resources and services. Means of admission to the library restricted student use in two schools.
- (6) Librarians estimated only limited success in orienting teachers to select and use wisely materials in their teaching.

G. More than 85 per cent of respondents believed that training in the use of library resources should be a part of the education of all students. Only five per cent less agreed that every teacher shared the

responsibility for developing those library skills. However, no great effort was made to discharge that responsibility.

- (1) Only one teacher in five either frequently or occasionally planned class visits to the library to develop students' skills in selection and use of library resources.
- (2) Librarians reported only limited success in orienting teachers to provide experiences designed to enable students to become proficient library users.

H. Ninety-two per cent of teachers agreed that all teachers must share responsibility for encouraging students to read for pleasure.

I. One in three teachers in all subject fields rated library resources less than adequate. In general, however, there was considerable lack of interest in building the library collection.

- (1) The proportion (40 per cent) of teachers participating in materials selection was much lower than the 53 per cent reported in the Ducat study¹ and the 77 per cent in the 1958 NEA study.²
- (2) Fewer than three teachers in ten used the selection aids available from the library.

J. The 50 to 59 year group ranked highest among age groups in percentage of favourable responses in all three main areas: knowledge

¹Sister Mary Peter Claver Ducat, "Student and Faculty Use of the Library in Three Secondary Schools" (unpublished Doctoral dissertation, Columbia University School of Library Science, 1960), p. 84.

²National Education Association of the United States, Research Division, The Secondary-School Teacher and Library Services, Research Monograph 1958-M1 (Washington: The Association, 1958), p. 20.

of library fundamentals, estimate of importance of the library, and library practices.

K. Differences in response between men and women were negligible.

L. In general, responses bore no consistent relationship to the length of a teacher's teaching experience.

M. Respondents who had attained university standing beyond the baccalaureate degree revealed a slightly stronger positive attitude towards the school library.³

N. The eight respondents who had received instruction in the role and function of the school library as part of their professional preparation consistently reported a higher proportion of positive replies than did those without such instruction. The significance of the evidence is limited because of the small number of respondents in this group.

O. A larger group of respondents, those with courses in library science and/or audiovisual instruction, reported a lower proportion of positive replies than did the small group referred to in point N above.

P. Teachers of English and of social studies reported the highest proportion, 67 per cent, of positive replies.

Q. Those respondents in the fields of mathematics, counselling, and physical education registered the greatest degree of negative attitudes towards the school library.⁴

³Excepting the one respondent with standing beyond Master's.

⁴Also those teachers listed under 'Other'.

II. CONCLUSIONS

This study dealt with the attitudes of senior high school teachers in only eight schools. Therefore the conclusions pertain to and will be most meaningful to the sample.

Questions were not always answered as conscientiously as they might have been. In individual cases, a teacher's estimates of the library resources were not consistent with his use of them, or with his assessment of their value to effective teaching, or with his efforts to motivate his students to use those resources. There may have been other inaccuracies in the answers to the questionnaires. The human tendency to wish to look good probably affected some replies.

Although generalizations for other schools and systems must be made carefully, the study has implications for governments, teacher-education institutions, school boards, administrators, librarians, and teachers.

Conclusions:

A. To the majority of senior high school teachers, the school library does not rank high in importance. It is generally regarded as an adjunct to, not a vital and integral part of, the educational program.

B. Senior high school teachers and administrators have not had the opportunity to become (a) knowledgeable about the nature and function of the school library and its integration with classroom teaching and the total educational program; and (b) well acquainted with evaluation, selection, and use of a wide variety of instructional materials.

C. Teachers have a limited concept of the ways in which the librarian can assist them in teaching, in overall curriculum development, and in materials evaluation, selection, and use.

D. Most teachers are not prepared to meet the challenge of building students' library skills. Their knowledge of library fundamentals is inadequate, and there is general unawareness of the depth and sophistication of library skills needed by today's senior high school student.

E. His teaching field influences a teacher's attitudes towards the school library's role and function, but teaching a subject which usually requires library usage is no guarantee of desirable attitudes or of good library usage. The converse is also true.

F. Administrators, by permitting extraneous use of the library and rigid regulation of admission to it, restrict the development of a good library program.

G. Despite their contention that they are the persons most able to select materials to recommend for school library purchase, a majority of teachers lack knowledge of their own school library's collection and show little interest in its development.

H. Although it was not the purpose of this study to investigate the influence of library facilities, resources, personnel and services, respondents' comments revealed that these factors do exert influence upon teachers' attitudes towards the school library's role and function in the school. Therefore, those persons or agencies charged with the provision of library facilities, resources, and personnel, and the librarians themselves must share some of the responsibility for the attitudes and practices reported by teachers.

III. RECOMMENDATIONS

A. The study revealed that responding high school teachers demonstrated a lack of knowledge of library fundamentals, a misconception of the role and function of the school library, and an unawareness of their own role in integrating classroom and library. Therefore, it is recommended that:

- (1) Instruction in all courses in teacher-education institutions give special attention, by direction and by example, to the role and function of the school library in the total educational program, to the planning and use of the multi-media approach, and to the integration of library and classroom.
- (2) Every prospective teacher should have ample opportunity to design, produce and use a wide variety of instructional materials, to learn to use many kinds of equipment, and to gain a high degree of competency in library knowledge and skills.
- (3) Teacher-education institutions should make arrangements enabling prospective teachers to observe excellent school libraries and library programs.
- (4) There should be effective in-service programs planned to help beginning teachers learn about the library resources and services available within their particular school and system, to clarify for all teachers and administrators the role and function of the school library, and to promote selective evaluation, acquisition, and use of library resources.

B. Respondents' comments indicated that the librarians themselves contributed to teachers' attitudes and practices. Consequently, it is recommended that:

- (1) Bursaries should be made available to potential and practising librarians to encourage them to obtain or upgrade their professional qualifications and competencies. The school librarian "who can translate the full meaning of [her] responsibility into actual practice will help teachers to realize that [her] field of endeavor overlaps that of every subject area."⁵
- (2) The Alberta Department of Education should encourage each school board to appoint a qualified library supervisor to direct, guide, and assist school librarians to develop improved libraries and library programs throughout the board's jurisdictional area.

C. The study also revealed that the quantity and quality of library facilities, resources, and services influenced teachers' attitudes towards the role and function of their school's library. Therefore, it is recommended that grants and allowables under the School Foundation Program Fund⁶ and the School Buildings Act⁷ should be increased to permit school boards to attain the quantitative standards for school libraries.⁸

⁵Ducat, op. cit., p. 250.

⁶Alberta. Department of Education, "School Foundation Program Fund Regulations." Order-in-Council 722/68, 1968 (Mimeographed).

⁷Alberta. Department of Education, "Regulations Pursuant to the School Buildings Act," 1967 (Mimeographed).

⁸Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: Ryerson Press, 1967), pp. 52-64.

IV. SUGGESTIONS FOR FURTHER RESEARCH

The findings of the present study need further substantiation by means of investigations using other and much larger populations of Alberta teachers. More detailed and comprehensive studies, using techniques of observation and personal interview, would be valuable. What junior high and elementary school teachers think about the school library's role and function needs to be known, too.

Helpful, also, would be evidence of the extent and kind of library usage by both students and teachers, and the relationship of one to the other.

Because the principal determines the philosophy of education operative in his school, there is need to know the attitudes held by administrators towards the place and purpose of the school library in the educational programs of Alberta schools.

Furthermore, there is the necessity for much more exact determination of the extent of the knowledge of library fundamentals possessed by both prospective and practising teachers throughout the province.

The present study has indicated that a teacher's subject area of instruction influences his attitudes towards the role and function of the school library. Whether the nature of the content of one subject or discipline lends itself more readily to the use of library facilities and resources than does another is a question needing careful study.

Especially valuable would be investigation of the extent to which the quality of a school library's facilities, resources, personnel, and services affects teachers' attitudes towards the role and function of the school library in the total school program.

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APPENDIX A
TEACHER QUESTIONNAIRE

Dear Sir or Madam:

The purpose of this questionnaire is to collect data which will help build a body of pertinent information about the attitudes Alberta senior high school teachers hold towards the role and function of the school library in the total school programme.

The survey approach in itself is not necessarily forward-looking, but it may direct the attention of forward-looking, responsible persons to current opinions, and permit such persons to act on pertinent evidence in shaping future school library development.

Please be absolutely frank. Your opinions are important; each one has a bearing on the findings of this study, and on the worth of those findings.

Your comments are very valuable. If the space provided for your reasons or comments is insufficient, feel free to use the reverse side of the sheet.

NO NAMES ARE REQUIRED. The questionnaire is completely anonymous. Only the investigator will see the completed questionnaires.

Because of your own very full schedule, your help in this study is doubly appreciated. Thank you.

Yours sincerely,

... A full range of print and non-print materials.

... Other (Please specify)

Comment:.....

11. The quality and quantity of your school library's resources in your major teaching area are

```
... excellent;
```

... good;

```
... inadequate;
```

... don't know.

Comment:.....

12. Please check (✓) each item included in your school library collection:

... The Christian Science Monitor

... Abridged Readers' Guide

... The Statesman's Year-book (1966-67)

... Encyclopaedia Britannica (copyright since 1962)

... Hot Rod magazine

... The Beaver

... More than one unabridged dictionary

... University calendars (1966-67 or 1967-68)

... Le Magazine Maclean

13. Your school library's professional collection is of

```
... extensive value to you;
```

```
... moderate value to you;
```

```
... limited value to you;
```

... no value to you.

Reason or comment:

PART III. Check (✓) the appropriate response:

14. Was the presence of the school library and librarian a criterion of your choice or preference of teaching position?

... Yes

... No

Comment:.....

15. Was the adequacy of the library collection a criterion of your choice or preference of teaching position?

... Yes

... No

Comment:

16. Does your school have a written statement of policies and procedures for the selection and purchase of library materials?

... Yes

... No

... Don't know

Comment:.....

17. Do you think that the individual student has ample opportunity to use the library on a spontaneous or individual basis?

... Yes

... No

... Don't know

Comment:

18. Do you agree that the library's contents should be organized and classified according to the Dewey Decimal Classification?
 ... Yes ... No ... No opinion
 Comment:
19. Do you have in your classroom a collection of books and/or other materials (other than class sets or texts) which are school property but are not catalogued, that is, not a part of the school library's collection?
 ... Yes ... No
 Comment:
20. Could you, on short notice,
 a) show a student how to use the card catalogue?
 ... Yes ... No ... Uncertain
 b) demonstrate how to use the Abridged Readers' Guide?
 ... Yes ... No ... Uncertain
 c) give the Dewey number(s) for your subject specialization?
 ... Yes ... No ... Uncertain
 Comment:
21. Full training in the use of library resources should be a part of the education of all students. Do you agree?
 ... Yes ... No ... Uncertain
 Comment:

PART IV. Please check the response which most closely approximates your opinion:

22. The librarian should be a member of school curriculum committee(s), Do you ... agree strongly;
 ... agree, but with some reservations;
 ... disagree;
 ... disagree strongly?
 Comment:
23. Responsibility for encouraging students to read for pleasure is shared by the entire staff. Do you agree?
 ... agree strongly;
 ... agree
 ... disagree;
 ... disagree strongly.
 Comment:
24. A school library programme should mean instruction, service, and activity throughout the school, beyond the walls of the library. Do you agree?
 ... agree strongly;
 ... agree;
 ... disagree;
 ... disagree strongly.
 Comment:

25. The teacher should have full knowledge of the library's holdings in his subject area specialization. Do you agree?
- ... agree strongly;
 - ... agree, but with some reservations;
 - ... disagree;
 - ... disagree strongly.

Comment:.....

26. Do you agree that you, as a teacher, have a personal responsibility for developing students' library skills?
- ... agree strongly;
 - ... agree, but with some reservations;
 - ... disagree;
 - ... disagree strongly.

Comment:.....

27. In the secondary school, the librarian should have a status equivalent to that of a department head. Do you agree?
- ... agree strongly;
 - ... agree;
 - ... disagree;
 - ... disagree strongly.

Comment:.....

PART V. Please check the response which most closely approximates your estimates. (✓)

28. That teachers and prospective teachers receive instruction in the role and function of the school library, and in the selection, evaluation, and use of instructional materials is
- ... essential;
 - ... important;
 - ... of limited importance;
 - ... unimportant.

Comment:.....

29. For the librarian to be a member of teaching teams is
- ... essential;
 - ... important;
 - ... of limited importance;
 - ... unimportant.

Comment:.....

30. Discussion and consultation with the librarian before making assignments requiring the use of library materials is
- ... essential;
 - ... important;
 - ... of little importance;
 - ... unimportant.

Comment:

31. How important are library resources and services to the effectiveness of your teaching? They are
- ... essential;
 - ... important;
 - ... of little importance;
 - ... unimportant.

Reason:.....

32. That teacher and librarian share pertinent information about students' needs, interests, abilities, attitudes, and achievements is
- ... of extensive importance;
 - ... of moderate importance
 - ... of little importance;
 - ... of no importance.

Comment:.....

33. Your school library's contribution to the total school programme is
- ... extensive;
 - ... moderate;
 - ... limited;
 - ... unknown.

Comment:.....

PART VI. ALL items in this part pertain to YOUR MAJOR TEACHING AREA.
Please check the response which most closely indicates your practice.

34. You consult with the librarian when planning new units of work:
- ... frequently;
 - ... occasionally;
 - ... seldom;
 - ... never.

Comment:.....

35. You make class assignments requiring the use of a variety of library resources
- ... frequently;
 - ... occasionally;
 - ... seldom;
 - ... never.

Comment:.....

36. You encourage students to spend portions of class periods in the library for specific types of study, reading, listening, or viewing ...
- ... frequently;
 - ... occasionally;
 - ... seldom;
 - ... never.

Reason or comment:.....

37. Do you have in your classroom a supplementary collection borrowed from the school library (on short-term, long-term, or 'permanent' loan)?
- ... Frequently have collection.
 - ... Occasionally have collection.
 - ... Seldom have collection.
 - ... Never have collection.
38. If you do have a supplementary collection, is it
- ... primarily reference, or
 - ... reference and collateral material (State proportion please)
39. If you do not have a supplementary collection frequently, please state reason(s):
-
-
40. Do you plan, with the librarian, class or group visits to the library to stimulate pupils to develop skills in selection and usage of materials?
- ... frequently;
 - ... occasionally;
 - ... seldom;
 - ... never.
- Reason or comment:.....
41. To what extent do you encourage your students to explore beyond curriculum requirements?
- ... extensively;
 - ... moderately;
 - ... little;
 - ... none.
- Reason or comment:.....
42. You seek in the library a variety of materials for curriculum enrichment
- ... frequently;
 - ... occasionally;
 - ... seldom;
 - ... never.
- Reason or comment:.....
43. At your request the librarian compiles reading lists and bibliographies of resources for you and/or your class(es)
- ... frequently;
 - ... occasionally;
 - ... seldom;
 - ... never.
- Reason or comment:.....

44. Do you review with the librarian the materials pertaining to your major teaching area in order to weed out obsolete or no longer useful material, and to make recommendations to fill in the gaps in the collection?

... frequently;
 ... occasionally;
 ... seldom;
 ... never.

Reason or comment:.....

PART VII. Check as indicated in each item, please.

45. Number of books and periodicals you recommended for library acquisition during the current academic year (Check one):

... none
 ... 1 - 4
 ... 5 - 9
 ... 10 - 19
 ... 20 - 39
 ... 40 or more.

Comment:.....

46. Number of non-print materials (filmstrips, slides, maps, transparencies, realia, etc.) you recommended for purchase or for local production during the current academic year: (Check one)

... none
 ... 1 - 4
 ... 5 - 9
 ... 10 - 19
 ... 20 - 39
 ... 40 or more.

Comment:.....

47. The authority responsible for final approval of materials recommended by you for school library acquisition is

.....
 Comment:.....

48. In any given subject area, selection of materials for library acquisition should be performed by: (Check one)

... the librarian;
 ... the department head;
 ... the teacher;
 ... the students;
 ... all of the above;
 ... other (Specify).....

Reason or comment:.....

49. Your use of selection aids--for each publication listed, please place a check mark (✓) in the appropriate column(s):

Name of Publication	Publication not avail- able in the school	Not familiar with pub- lication	Use it in selecting materials for li- brary ac- quisition	Use it in making sugges- tions to students	Familiar with it but do not use it
Classroom Aids for the Teacher					
Standard Catalog for High School Libraries					
Booklist and Subscrip- tion Books Bulletin					
Reading lists pre- pared by professional groups (NCTE, AAAS, ATA Councils, etc.)					
Educators Guide to Free Filmstrips (or other in the series)					
Audiovisual Instruction					

Comment:.....

50. The most helpful services extended to you by your school library are:.....

51. What policies, facilities, and/or services not at present existent would you like your school library to provide?
.....
.....

Thank you.

APPENDIX B

LIBRARY QUESTIONNAIRE

LIBRARY QUESTIONNAIRE

I. THE SCHOOL

Enrolment..... Type: ... Academic Size of staff.....
 ... Vocational (Not including prin.
 ... Composite and librarian)

II. THE LIBRARY

a. Is accessible to the individual student on a voluntary basis
 (check times that apply):

..... before school during study hall
 after school evenings
 lunch hour other (specify).....

b. The library resources are catalogued (check one):

.... by author only;
 by author and by title;
 by subject, author, and title.

c. Check the items your library collection has:

... Christian Science Monitor
 ... Abridged Readers' Guide
 ... Statesman's Year-book (1966-67)
 ... Encyclopaedia Britannica (copyright since 1962)
 ... Hot Rod magazine
 ... The Beaver
 ... more than one unabridged dictionary
 ... University calendars (1966-67 or 67-68)
 ... Le Magazine Maclean

d. Check which of these aids the library has:

... Audiovisual Instruction (periodical)
 ... Classroom Aids for the Teacher
 ... Standard Catalog for High School Libraries
 ... Booklist and Subscription Books Bulletin
 ... Reading lists from professional groups (Specify).....
 ... Educators' Guide to Free Filmstrips (specify others in the
 series).....

e. Underline those in the item above which are available for
 teacher use.

f. The school library is used as a study hall:

.... never
 part time (.... $\frac{1}{4}$ time; $\frac{1}{2}$ time; $\frac{3}{4}$ time)
 all day

g. Contents: Books..... Periodicals..... Pamphlets.....
 Professional materials.....
 Others (specify).....

h. Average daily circulation.....

i. Budget.....

How is apportionment of budget decided upon?.....

III. PERSONNEL

a. Librarian(s): Number..... Time.....

Professional preparation: ... certificated teacher
 ... yrs. teaching experience
 . . course(s) in lib. science
 ... Other degree(s)
 ... AV course(s)

b. AV personnel:

... Coordinator ... Specialist

Professional preparation: ... No AV training, but some freed time
 ... One or two AV courses
 ... Degree(s)
 ... Degree with AV specialization
 ... Course(s) in library science

c. Clerical assistants:

... none
 ... one part-time (specify time.....)
 ... two part-time (specify time.....)
 ... one full-time
 ... other (specify)

d. Is librarian a member of school curriculum committee(s)?.....

e. Is librarian a member of teaching team(s)?.....

IV. POLICY

a. Does your school have a written statement of policy and procedures for selection of materials?.....

b. Authority responsible for final approval of materials recommended for purchase is.....

V. SERVICES Check those offered:

... Orientation given to new students and new readers
 ... Use of reference books and tools is taught
 ... Library handbook for students is available
 ... Orientation of new faculty to library services
 ... Special workshops for faculty
 ... Orientation of all faculty to new services
 ... Local production of materials
 ... Library handbook for faculty
 ... Special releases to faculty on new materials and services
 ... System for teachers to give advance notice of assignments
 ... Checklist of services offered distributed to faculty

- ... Book talks to students ... in the library; ... in classrooms
- ... Special observances of Library Week, Young Canada Book Week
- ... Reserve book service
- ... Group guidance in reading
- ... Individual reading guidance
- ... Reference service
- ... AV materials available for use in library by students, teachers
- ... Inter-library loan service
- ... AV materials available for home use
- ... AV materials available for classroom use
- ... Displays
- ... Individualized reading lists
- ... Bibliographies for teachers and classes
- ... Book truck service
- ... Career file
- ... Assistance to teachers in planning units and assignments
- ... Community resource file
- ... Professional library
- ... Vertical file
- ... Reading records for individuals
- ... Reader interest file for students
- ... Bulletin boards
- ... Other (specify).....
-
-

VI. FACILITIES

Individual carrels.....

Seating room for students. How adequate:.....

VII. SELF-EVALUATION of degree of success in orienting teachers and administrators:

a) To provide experiences for students to become familiar with materials and develop skill in their use:

.... extensive minimal
.... moderate none

b) Teachers--to select and use wisely instructional materials in teaching:

.... extensive minimal
.... moderate none

Comment:.....

.....

.....

APPENDIX C
SUPPLEMENTARY TABLES

TABLE XXXVI

DISTRIBUTION OF RESPONDENTS REPORTING TIME SPENT TEACHING
IN MAJOR SUBJECT AREA

Time (1)	Number (2)	Percentage (3)
At least half time	139	92.05
Less than half time	12	7.95
TOTAL	151*	100.0

*Three not reporting.

TABLE XXXVII
DISTRIBUTION OF RESPONDENTS BY KNOWLEDGE OF LIBRARY FUNDAMENTALS AND BY AGE

Age of Respondent	*	Knowledge of how library contents catalogued				Knowledge of what library contains				Ability to show use of catalogue				Ability to show use of Readers Guide				Ability to give subject area Dewey Nos.				All abilities			
		No.	%	(3)	(4)	No.	%	(5)	(6)	No.	%	(7)	(8)	No.	%	(9)	(10)	No.	%	(11)	(12)	No.	%	(13)	(14)
Respondent (1)	(2)																								
Under 25	Y	6	46.15	3	23.08	9	69.23	4	30.77	2	15.33													24	36.92
	N	7	53.85	10	76.92	4	30.77	9	69.23	11	84.67													41	63.08
25 - 29	Y	17	62.96	4	14.29	20	71.43	8	29.63	6	23.08													55	40.44
	N	10	37.04	24	85.71	8	28.57	19	70.27	20	76.92													81	59.56
30 - 39	Y	23	56.1	15	34.09	30	68.18	15	36.59	11	26.83													94	44.55
	N	18	43.9	29	65.91	14	31.82	26	63.41	30	73.17													117	55.45
40 - 49	Y	25	69.44	5	13.89	24	66.67	12	34.29	13	37.29													79	44.38
	N	11	30.56	31	86.11	12	33.33	23	65.71	22	62.71													99	55.62
50 - 59	Y	19	76.0	5	20.0	20	80.0	7	29.71	6	25.0													57	46.34
	N	6	24.0	20	80.0	5	20.0	17	70.83	18	75.0													66	53.66
60 and over	Y	5	71.43	2	28.57	2	28.57	1	16.67	2	28.57													12	29.41
	N	2	28.57	5	71.43	5	71.43	5	83.33	5	71.43													22	70.59
ALL AGES	Y	95	63.76	34	22.22	105	68.63	47	32.19	40	27.4													321	42.97
	N	54	36.24	119	77.78	48	31.37	99	67.81	106	72.6													426	57.03
Not reporting		5		1		1		8		8														23	
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0													770	100.0

*Y = Yes, respondent had this knowledge or skill; N = No, respondent did not have this knowledge or skill.

TABLE XXXVIII

DISTRIBUTION OF RESPONDENTS BY KNOWLEDGE OF LIBRARY FUNDAMENTALS AND BY LENGTH OF TEACHING EXPERIENCE

Years of Teaching Experience	*	Knowledge of how library contents catalogued				Knowledge of what library contains				Ability to show use of catalogue				Ability to show use of Readers' Guide				Ability to give subject area Dewey Nos.				All abilities			
		No.	%	(3)	(4)	No.	%	(5)	(6)	No.	%	(7)	(8)	No.	%	(9)	(10)	No.	%	(11)	(12)	No.	%	(13)	(14)
(1)	(2)																								
1 year	Y	9	60.0	6	40.0	8	53.33	1	7.14	4	28.57											28	38.36		
	N	6	40.0	9	60.0	7	46.67	13	92.86	10	71.43											45	61.64		
2 - 4 years	Y	11	33.33	5	14.29	22	62.88	7	21.21	2	6.25											47	27.98		
	N	22	66.67	30	85.71	13	37.12	26	78.79	30	93.75											121	72.02		
5 - 9 years	Y	21	67.74	8	24.24	26	78.79	18	54.54	10	30.3											83	50.92		
	N	10	32.26	25	75.76	7	21.21	15	45.46	23	69.7											80	49.08		
10 - 19 years	Y	26	72.22	7	19.44	24	66.67	12	36.36	12	36.36											81	46.55		
	N	10	27.78	29	80.56	12	33.33	21	63.64	21	63.64											93	53.45		
20 - 29 years	Y	18	90.0	6	30.0	14	70.0	6	30.0	7	35.0											51	51.0		
	N	2	10.0	14	70.0	6	30.0	14	70.0	13	65.0											49	49.0		
30 and over	Y	10	71.43	2	14.29	11	78.57	3	23.08	5	35.71											31	44.93		
	N	4	28.57	12	85.71	3	21.43	10	76.92	9	64.29											38	55.07		
ALL GROUPS	Y	95	63.76	34	22.22	105	68.63	47	32.19	40	27.4											321	42.97		
	N	54	36.24	119	77.78	48	31.37	99	67.81	106	72.6											426	57.03		
Not reporting		5		1		1		8		8												23			
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0											770	100.0		

*Y = Yes, respondent had this knowledge or skill; N = No, respondent did not have this knowledge or skill.

TABLE XXXIX

DISTRIBUTION OF RESPONDENTS BY KNOWLEDGE OF LIBRARY FUNDAMENTALS AND BY UNIVERSITY EDUCATION

University Education	* Y N	Knowledge of how library contents catalogued				Knowledge of what library contains				Ability to show use of catalogue				Ability to show use of Readers' Guide				Ability to give subject area Dewey Nos.				All abilities			
		No.	%	(3)	(4)	No.	%	(5)	(6)	No.	%	(7)	(8)	No.	%	(9)	(10)	No.	%	(11)	(12)	No.	%	(13)	(14)
(1)	(2)																								
2 years	Y	3	23.08	1	7.14	5	35.71	1	7.69	2	16.67											12	18.18		
	N	10	76.92	13	92.86	9	64.29	12	92.31	10	83.33											54	81.82		
3 years	Y	10	50.0	2	10.0	11	55.0	4	21.05	4	21.05											31	31.63		
	N	10	50.0	18	90.0	9	45.0	15	78.95	15	78.95											67	68.37		
Undergraduate degree(s)	Y	50	69.44	22	29.33	54	72.0	26	36.11	19	26.03											171	46.59		
	N	22	30.56	53	70.67	21	28.0	46	63.89	54	73.97											196	53.41		
Some graduate work	Y	20	74.07	5	18.52	23	85.19	10	40.0	9	34.62											67	50.76		
	N	7	25.93	22	81.48	4	14.81	15	60.0	17	65.38											65	49.24		
Master's degree(s)	Y	12	75.0	4	25.0	12	75.0	6	37.5	6	40.0											40	50.63		
	N	4	25.0	12	75.0	4	25.0	10	62.5	9	60.0											39	49.37		
Beyond Master's	Y	0	0	0	0	0	0	0	0	0	0											0	0		
	N	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0											5	100.0		
ALL GROUPS	Y	95	63.76	34	22.22	105	68.63	47	32.19	40	27.4											321	42.97		
	N	54	36.24	119	77.78	48	31.37	99	67.81	106	72.6											426	57.03		
Not reporting		5		1		1		8		8												23			
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0											770	100.0		

*Y = Yes, respondent had this knowledge or skill. N = No, respondent did not have this knowledge or skill.

TABLE XL

DISTRIBUTION OF RESPONDENTS BY OPINION ON USE OF
DEWEY DECIMAL CLASSIFICATION

Opinion (1)	Number (2)	Percentage (3)
Dewey should be used	91	59.48
Dewey should not be used	6	3.92
No opinion	56	36.6
TOTAL	153*	100.0

*One not reporting.

TABLE XLI

DISTRIBUTION OF RESPONDENTS REPORTING LIBRARY A CRITERION
IN CHOICE OF TEACHING POSITION

Item (1)	Number Reporting (2)	YES		NO	
		Number (3)	Percentage (4)	Number (5)	Percentage (6)
Presence of library a criterion	153*	9	5.88	144	94.12
Adequacy of library a criterion	150**	8	5.33	142	94.67

*One not reporting.

**Four not reporting.

TABLE XLII

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY, BY AGE

AGE GROUP (1)	* Y N (2)	Important to effective teaching		Teachers need library education		Professional library important		Library a criterion in choice of post		Adequacy of library a criterion in choosing post		Contribution of library to total school program		All factors (total # mean %)	
		No. (3)	% (4)	No. (5)	% (6)	No. (7)	% (8)	No. (9)	% (10)	No. (11)	% (12)	No. (13)	% (14)	No. (15)	% (16)
Under 25	Y	10	76.92	12	92.31	4	30.77	1	7.69	3	23.08	8	61.54	38	48.72
	N	3	23.08	1	7.69	9	69.23	12	92.31	10	76.92	5	38.46	40	51.28
25 - 29	Y	18	64.29	26	92.86	8	29.63	3	11.11	2	7.41	20	71.43	77	46.67
	N	10	35.71	2	7.14	19	70.37	24	88.89	25	92.59	8	28.57	88	53.33
30 - 39	Y	31	72.09	37	84.09	16	39.02	1	2.33	--	--	31	70.45	116	44.79
	N	12	27.91	7	15.91	25	60.98	43	97.67	43	100.0	13	29.55	143	55.21
40 - 49	Y	27	75.0	31	86.11	12	36.36	3	8.33	2	5.88	28	80.0	103	49.05
	N	9	25.0	5	13.89	21	63.64	33	91.67	32	94.12	7	20.0	107	50.95
50 - 59	Y	18	78.26	24	100.0	17	68.0	1	4.0	1	4.0	22	88.0	83	56.46
	N	5	21.74	--	--	8	32.0	24	96.0	24	96.0	3	12.0	64	43.54
60 and over	Y	5	71.43	5	71.43	3	42.86	--	--	--	--	6	85.71	19	47.73
	N	2	28.57	2	28.57	4	57.14	7	100.0	7	100.0	1	14.29	23	52.27
ALL GROUPS	Y	109	72.67	135	88.82	60	41.1	9	5.92	8	5.37	115	75.66	436	48.39
	N	41	27.33	17	11.18	86	58.9	143	94.08	141	94.63	37	24.34	465	51.61
Not re- porting		4		2		8		2		5		2		23	
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	924	100.0

*Y = yes, essential or important; extensive or moderate. N = no, of little or no importance; little or no contribution.

TABLE XLIII

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY, BY SEX

SEX	* Y N	Important to effective teaching		Teachers need library education		Professional library important		Library a criterion in choice of post		Adequacy of library a criterion in choosing post		Contribution of library to total school program		All factors (total # mean %)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Male	Y	80	69.57	107	85.47	46	40.71	8	6.84	6	5.45	89	74.58	336	49.78
	N	35	30.43	10	14.53	67	59.29	109	93.16	110	94.55	29	25.42	360	50.22
Female	Y	29	82.86	28	80.0	14	42.43	1	2.86	2	6.06	26	76.47	100	48.78
	N	6	17.14	7	20.0	19	57.57	34	97.14	31	93.94	8	23.53	105	51.22
BOTH GROUPS	Y	109	72.67	135	88.82	60	41.1	9	5.92	8	5.37	115	75.66	436	48.39
	N	41	27.33	17	11.18	86	58.9	143	94.08	141	94.63	37	24.34	465	51.61
Not re- porting		4		2		8		2		5		2		23	
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	924	100.0

*Y = yes, essential or important; extensive or moderate. N = no, of little or no importance; little or no contribution.

TABLE XLIV

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY, BY YEARS OF TEACHING EXPERIENCE

YEARS OF EX- PERIENCE	* Y N	Important to effective teaching		Teachers need library education		Professional library important		Library a criterion in choice of post		Adequacy of library a criterion in choosing post		Contribution of library to total school program		All factors (total # mean %)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
1 year	Y	13	86.67	14	93.33	7	50.0	--	--	1	6.67	14	93.33	49	55.06
	N	2	13.33	1	6.67	7	50.0	15	100.0	14	93.33	1	6.67	40	44.94
2 - 4 years	Y	21	60.0	32	91.43	8	25.0	3	8.57	2	5.71	23	65.71	89	43.0
	N	14	40.0	3	8.57	24	75.0	32	91.43	33	94.29	12	34.29	118	57.0
5 - 9 years	Y	24	75.0	28	84.84	16	51.61	1	3.13	2	6.45	24	75.0	95	49.74
	N	8	25.0	5	15.16	15	48.39	31	96.87	29	93.55	8	25.0	96	50.26
10 - 19 years	Y	28	78.95	30	83.33	12	34.29	4	11.11	2	5.88	25	69.44	101	47.42
	N	8	21.05	6	16.67	23	65.71	32	88.89	32	94.12	11	30.56	112	52.58
20 - 29 years	Y	14	77.78	17	89.47	9	45.0	--	--	--	--	16	80.0	56	47.86
	N	4	22.22	2	10.53	11	55.0	20	100.0	20	100.0	4	20.0	61	52.14
30 and over	Y	9	64.29	14	100.0	8	57.14	1	7.14	1	7.14	13	92.86	46	54.76
	N	5	35.71	--	--	6	42.86	13	92.86	13	92.86	1	7.14	38	45.24
ALL GROUPS	Y	109	72.67	135	88.82	60	41.1	9	5.92	8	5.37	115	75.66	436	48.39
	N	41	27.33	17	11.18	86	58.9	143	94.08	141	94.63	37	24.34	465	51.61
Not re- porting		4		2		8		2		5		2		23	
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	924	100.0

*Y = yes, essential or important; extensive or moderate. N = no, of little or no importance; little or no contribution.

TABLE XLV

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY, BY UNIVERSITY EDUCATION

UNI- VERSITY EDUCATION (1)	* Y N (2)	Important to effective teaching		Teachers need library education		Professional library important		Library a criterion in choice of post		Adequacy of library a criterion in choosing post		Contribution of library to total school program		All factors (total # mean %)	
		No. (3)	% (4)	No. (5)	% (6)	No. (7)	% (8)	No. (9)	% (10)	No. (11)	% (12)	No. (13)	% (14)	No. (15)	% (16)
2 years	Y	12	85.71	12	85.71	4	36.36	--	--	1	7.14	12	85.71	41	50.62
	N	2	14.29	2	14.29	7	63.64	14	100.0	13	92.86	2	14.29	40	49.38
3 years	Y	14	70.0	19	95.0	6	31.58	1	5.0	1	5.0	12	60.0	53	44.54
	N	6	30.0	1	5.0	13	68.42	19	95.0	19	95.0	8	40.0	66	55.46
Under- graduate degree(s)	Y	45	60.81	64	86.49	29	39.73	6	8.0	4	5.41	57	76.0	205	47.64
	N	29	39.19	10	13.51	44	60.27	69	92.0	70	94.59	18	24.0	240	52.36
Some graduate work	Y	23	88.46	24	88.89	11	42.38	2	7.69	2	8.0	17	65.38	79	50.64
	N	3	11.54	3	11.11	15	57.62	24	92.31	23	92.0	9	34.62	77	49.36
Master's degree(s)	Y	14	93.33	15	93.75	10	62.5	--	--	--	--	16	100.0	55	58.51
	N	1	6.67	1	6.25	6	37.5	16	100.0	15	100.0	--	--	39	41.49
Beyond Master's	Y	1	100.0	1	100.0	--	--	--	--	--	--	1	100.0	3	50.0
	N	--	--	--	--	1	100.0	1	100.0	1	100.0	--	--	3	50.0
ALL GROUPS	Y	109	72.67	135	88.82	60	41.1	9	5.92	8	5.37	115	75.66	436	48.39
	N	41	27.33	17	11.18	86	58.9	143	94.08	141	94.63	37	24.34	465	51.61
Not re- porting		4		2		8		2		5		2		23	
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	924	100.0

*Y = yes, essential or important; extensive or moderate. N = no, of little or no importance; little or no contribution.

TABLE XLVI

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY
BY INSTRUCTION RECEIVED IN ROLE AND FUNCTION OF THE SCHOOL LIBRARY

AMOUNT OF IN- STRUCTION	*	Important to effective teaching				Teachers need library education		Professional library important		Library a criterion in choice of post		Adequacy of library a criterion in choosing post		Contribution of library to total school program		All factors (total # mean %)					
		No.		%		No.		%		No.		%		No.		%		No.		%	
		(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(15)	(16)	(15)	(16)	(15)	(16)
(1)	(2)																				
None	Y	60	65.22	83	88.3	34	37.78	7	7.45	3	3.3	72	76.6	259	46.67						
	N	32	34.78	11	11.7	56	62.22	87	92.55	88	96.7	22	23.4	296	53.33						
Incidentally treated in some course(s)	Y	41	82.0	44	88.0	19	39.58	1	2.0	3	6.0	36	72.0	144	48.32						
	N	9	18.0	6	12.0	29	60.42	49	98.0	47	94.0	14	28.0	154	51.68						
Requisite part of professional preparation	Y	8	100.0	8	100.0	7	87.5	1	12.5	2	25.0	7	87.5	33	68.75						
	N	--	--	--	--	1	12.5	7	87.5	6	75.0	1	12.5	15	31.25						
ALL GROUPS	Y	109	72.67	135	88.82	60	41.1	9	5.92	8	5.37	115	75.66	436	48.39						
	N	41	27.33	17	11.18	86	58.9	143	94.08	141	94.63	37	24.34	465	51.61						
Not re- porting		4		2		8		2		5		2		23							
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	924	100.0						

*Y = yes, essential or important; extensive or moderate. N = no, of little or no importance; little or no contribution.

TABLE XLVII

DISTRIBUTION OF RESPONDENTS REPORTING IMPORTANCE OF SCHOOL LIBRARY,
BY LIBRARY SCIENCE AND/OR AUDIOVISUAL INSTRUCTION COURSES AS PART OF PROFESSIONAL PREPARATION

AV OR LIBRARY SCIENCE COURSES (1)	* Y N (2)	Important to effective teaching		Teachers need library education		Professional library important		Library a criterion in choice of post		Adequacy of library a criterion in choosing post		Contribution of library to total school program		All factors (total # mean %)	
		No. (3)	% (4)	No. (5)	% (6)	No. (7)	% (8)	No. (9)	% (10)	No. (11)	% (12)	No. (13)	% (14)	No. (15)	% (16)
Library Science	Y N	5 --	100.0 --	4 1	80.0 20.0	2 3	40.0 60.0	-- 5	-- 100.0	-- 5	-- 100.0	5 --	100.0 --	16 14	53.33 46.67
Audio- visual	Y N	37 10	78.72 21.28	46 2	95.83 4.17	20 23	46.51 53.49	1 47	2.08 97.92	1 46	2.13 97.87	31 17	64.58 35.42	136 145	48.4 51.6
Both	Y N	2 1	66.67 33.33	2 1	66.67 33.33	1 2	33.33 66.67	1 2	33.33 66.67	1 2	33.33 66.67	1 2	33.33 66.67	8 10	44.44 55.56
Neither	Y N	65 30	68.42 31.58	83 13	86.46 13.54	37 58	38.95 61.05	7 89	7.29 92.71	6 88	6.34 93.66	78 18	81.25 18.75	276 296	48.25 51.75
ALL GROUPS	Y N	109 41	72.67 27.33	135 17	88.82 11.18	60 86	41.1 58.9	9 143	5.92 94.08	8 141	5.37 94.63	115 37	75.66 24.34	436 465	48.39 51.61
Not re- porting		4		2		8		2		5		2		23	
Total		154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	154	100.0	924	100.0

*Y = yes, essential or important; extensive or moderate. N = no, of little or no importance; little or no contribution.

TABLE XLVIII

PERCENTAGE OF RESPONDENTS REPORTING ON INSTRUCTIONAL USES OF LIBRARY
AND EFFORTS TO DEVELOP STUDENTS' LIBRARY SKILLS, BY AGE, SEX, AND YEARS OF TEACHING EXPERIENCE

PRACTICE	*	AGE							SEX		TEACHING EXPERIENCE							All groups
		Under 25	25 - 29	30 - 39	40 - 49	50 - 59	60 +		Male	Fe-male	One year	2 - 4 yrs.	5 - 9 yrs.	10-19 yrs.	20-29 yrs.	30 + yrs.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
a. Consult with librarian when planning units	Y N	23.08 76.92	32.14 67.86	27.27 72.73	33.33 66.67	52.0 48.0	14.29 85.71		30.51 69.49	40.0 60.0	33.33 66.67	5.71 94.29	45.45 54.55	41.67 58.33	50.0 50.0	21.43 78.57	32.68 67.32	
b. Make assignments requiring use of library materials	Y N	53.85 46.15	50.0 50.0	52.27 47.73	38.89 61.11	48.0 52.0	-- 100.0		45.76 54.24	45.71 54.29	46.67 53.33	40.0 60.0	51.52 48.48	55.56 44.44	40.0 60.0	28.57 71.43	45.75 54.25	
c. Encourage pupils to spend class time in library for planned work	Y N	38.46 61.54	39.29 60.71	36.36 63.64	33.33 66.67	52.0 48.0	28.57 71.43		38.14 61.86	40.0 60.0	20.0 80.0	22.86 77.14	54.55 45.45	41.67 58.33	50.0 50.0	35.71 64.29	38.56 61.44	
d. Supplementary collection in classroom	Y N	61.54 38.46	53.57 46.43	63.64 36.36	48.57 51.43	65.22 34.78	42.86 57.14		55.56 44.44	63.63 36.37	60.0 40.0	65.71 34.29	57.58 42.42	57.14 42.86	42.22 57.78	53.85 46.15	56.0 44.0	
e. Encourage pupils to explore beyond curriculum requirements	Y N	76.92 23.08	71.43 28.57	74.42 25.58	72.22 27.78	88.0 12.0	50.0 50.0		75.21 24.79	73.53 26.47	66.67 33.33	68.57 31.43	84.85 15.15	80.0 20.0	68.43 31.57	71.43 28.57	74.83 25.17	
f. Seek library materials for curriculum enrichment	Y N	53.85 46.15	64.29 35.71	74.42 25.58	65.71 34.29	76.0 24.0	50.0 50.0		68.1 31.9	67.65 32.35	60.0 40.0	51.43 48.57	78.13 21.87	74.29 25.71	78.95 21.05	64.29 35.71	72.0 28.0	
g. Ask librarian for reading lists, bibliographies	Y N	30.77 69.23	28.57 71.43	27.27 72.73	23.53 76.47	16.0 84.0	50.0 50.0		29.06 70.94	15.15 84.85	20.0 80.0	17.14 82.86	34.38 65.62	34.29 65.71	21.05 78.95	21.43 78.57	26.0 74.0	
h. Plan class visits to library to develop students' skills in selection & usage of materials	Y N	30.77 69.23	25.93 74.07	13.95 86.05	19.44 80.56	24.0 76.0	28.57 71.43		20.69 79.31	22.86 77.14	6.67 93.33	8.82 91.18	36.37 63.63	22.86 77.14	30.0 70.0	14.29 85.71	21.19 78.81	
ALL PRACTICES	Y N	46.15 53.85	45.75 54.25	46.13 53.87	41.9 58.1	52.52 47.48	32.08 67.92		45.46 54.54	45.99 54.01	39.17 60.83	35.13 64.87	55.34 44.66	50.88 49.12	47.44 52.56	38.74 61.26	45.5 54.5	

*Y = Yes, frequently or occasionally. N = No, seldom or never.

TABLE XLIX

PERCENTAGE OF RESPONDENTS REPORTING ON INSTRUCTIONAL USES OF LIBRARY, AND EFFORTS
TO DEVELOP STUDENTS' LIBRARY SKILLS, BY PROFESSIONAL PREPARATION

PRACTICE	*	UNIVERSITY LEVEL ATTAINED						INSTRUCTION**											
		2 years	3 years	Under-grad degree	Some grad work	Master's	None	Incidental	Re-gi-te	All groups									
		(3)	(4)	(5)	(6)	(7)					(8)	(9)	(10)	(11)	(12)				
(1)	(2)																		
a.Consult with librarian when planning new units	Y N	14.29 85.71	35.0 65.0	24.0 76.0	48.15 51.85	56.25 43.75	100.0 --	25.26 74.74	40.0 60.0	75.0 25.0	32.68 67.32								
b.Make assignments requiring use of library materials	Y N	28.58 71.42	55.0 45.0	41.33 58.67	59.26 40.74	43.75 56.25	100.0 --	38.95 61.05	52.0 48.0	87.5 12.5	45.75 54.25								
c.Encourage pupils to spend class time in library for planned activity or work	Y N	7.14 92.86	40.0 60.0	32.0 68.0	59.26 40.74	56.25 43.75	100.0 --	28.42 71.58	48.0 52.0	100.0 --	38.56 61.44								
d.Have supplementary collection in classroom	Y N	85.71 14.29	60.0 40.0	56.0 44.0	45.83 54.17	50.0 50.0	100.0 --	59.79 40.21	54.0 46.0	50.0 50.0	56.0 44.0								
e.Encourage pupils to explore beyond curriculum requirements	Y N	71.43 28.57	75.0 25.0	71.23 28.77	85.19 14.81	75.0 25.0	100.0 --	71.58 28.42	79.17 20.83	87.5 12.5	74.83 25.17								
f.Seek library materials for curriculum enrichment	Y N	64.29 35.71	68.42 31.58	62.16 37.84	80.77 19.23	75.0 25.0	100.0 --	64.52 25.48	71.43 28.57	87.5 12.5	72.0 28.0								
g.Ask librarian for reading lists and bibliographies	Y N	14.29 85.71	35.0 65.0	25.68 74.32	32.0 68.0	12.5 87.5	100.0 --	25.81 74.19	24.49 75.51	37.5 62.5	26.0 74.0								
h.Plan class visits to library to develop students' skills in selection and usage of materials	Y N	7.14 92.86	15.0 85.0	20.27 79.73	34.62 65.38	18.75 81.25	100.0 --	14.89 85.11	28.57 71.43	50.0 50.0	21.19 78.81								
ALL PRACTICES	Y N	36.61 63.39	47.8 52.2	41.51 58.49	55.98 44.02	48.44 51.56	100.0 --	41.09 58.91	49.87 50.13	71.87 28.13	45.5 54.5								

*Y = Yes, frequently or occasionally. N = No, seldom or never.

**Instruction in role and function of the school library.

TABLE L

SUMMARY OF RESPONSES, BY MAJOR TEACHING AREA, TO QUESTIONS DEALING WITH
 KNOWLEDGE OF LIBRARY FUNDAMENTALS, IMPORTANCE OF THE
 SCHOOL LIBRARY, INSTRUCTIONAL USES OF THE LIBRARY AND
 EFFORTS TO DEVELOP STUDENTS' LIBRARY SKILLS

Subject area	Yes or No	Knowledge of library fundamentals		Importance of school library		Instructional uses of library and efforts to develop students' library skills		All areas (Columns 3-8)	
		No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Art	Y	1	20.0	4	66.67	5	62.5	10	52.63
	N	4	80.0	2	33.33	3	37.5	9	47.37
Business Ed.	Y	29	35.8	46	45.54	63	46.67	138	43.53
	N	52	64.2	55	54.46	72	53.33	179	56.47
English	Y	77	70.0	77	59.23	123	70.69	277	66.91
	N	33	30.0	53	40.77	51	29.31	137	33.09
Foreign Lang.	Y	22	48.89	24	45.28	21	31.82	67	40.85
	N	23	51.11	29	54.72	45	68.18	97	59.15
H. Economics	Y	8	26.67	14	38.89	21	43.75	43	37.73
	N	22	73.33	22	61.11	27	56.25	71	62.27
Industrial A.	Y	7	35.0	13	56.52	15	46.88	35	46.67
	N	13	65.0	10	43.48	17	53.12	40	53.33
Mathematics	Y	26	31.33	40	39.22	26	19.12	92	28.66
	N	57	68.67	62	60.78	110	80.88	229	71.34
Physical Ed.	Y	13	38.24	17	40.48	13	23.21	43	32.58
	N	21	61.76	25	59.52	43	76.79	89	67.42
Science	Y	40	38.46	57	45.97	58	35.15	155	39.44
	N	64	61.54	67	54.03	107	64.85	238	60.56
Soc. Studies	Y	68	66.67	71	59.17	122	72.65	261	66.92
	N	34	33.33	49	40.33	46	27.38	129	33.08

TABLE L (Continued)

Subject area	Yes or No	Knowledge of library fundamentals		Importance of school library		Instructional uses of library and efforts to develop students' library skills		All areas (Columns 3-8)	
		No.	%	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Counselling	Y	3	15.0	8	34.78	11	35.48	22	29.73
	N	17	85.0	15	65.22	20	64.52	52	70.27
Voc. Education	Y	25	24.27	61	46.92	69	39.2	155	37.9
	N	78	75.73	69	53.08	107	60.8	254	62.1
Other	Y	2	20.0	4	36.36	4	25.0	10	27.27
	N	8	80.0	7	63.64	12	75.0	27	72.73
All areas	Y	321	42.97	436	48.39	551	45.5	1,308	45.75
	N	426	57.03	465	51.61	660	54.5	1,551	54.25

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